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1908

CITY OF EVERETT, ^{Mass.}

ANNUAL REPORT

Board of education
OF THE

SCHOOL BOARD

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JUL 11 1966

FOR THE YEAR ENDING DECEMBER 31, 1908.

UNIVERSITY OF ILLINOIS



A. W. BROWNEIL, PRINTER,
150 SCHOOL STREET, EVERETT, MASS.

1909.

ANNUAL REPORT

OF THE

SCHOOL BOARD.

MEMBERS AT LARGE.

- Alexander Knox Term expires January, 1911
4 Perry Place.
- Belle D. Curtis, M. D. Term expires January, 1909
609 Broadway. Telephone, Everett 253-2.
- Wilmot R. Evans, Jr. Term expires January, 1910
"The Alonzo," Hancock Street. Telephone, Main 3770.
- Albert W. Lewis, Ward 1 Term expires January, 1911
135 Bow Street. Telephone, 104-6.
- Arthur W. Bennett, Ward 2 Term expires January, 1910
2 Lawrence Street. Telephone 113-4.
- John J. Lane, Ward 3 Term expires January, 1908
15 Sherman Street. Telephone, Everett 471-3 ; Main 2332.
- Charles Manser, Ward 4 Term expires January, 1910
11 Swan Street. Telephone 157-3.
- H. Heustis Newton, Ward 5 Term expires January, 1909
92 Waverly Street. Telephone, Haymarket 1149 ; Everett, 312-4.
- George E. Hunt, Ward 6 Term expires January, 1909
25 Pleasant Street. Telephone, Richmond 1800 ; Everett 177-4.

ORGANIZATION.

- George E. Hunt, Chairman. U. G. Wheeler, Clerk.
Arthur W. Bennett, Vice-Chairman.
U. G. Wheeler, Superintendent of Schools. Telephone, Everett 175.

SUB-COMMITTEES, 1908.

- Accounts and Estimates — Bennett, Lane, Hunt.
Schoolhouses — Lewis, Hunt, Lane.
Rules — Evans, Newton, Knox.
Supplies — Bennett, Manser, Curtis.
Fuel — Knox, Newton, Evans.

CITY OF EVERETT.

Teachers — Curtis, Evans, Newton.
 Music, Drawing, etc. — Newton, Manser, Knox,
 Text Books, etc. — Evans, Lewis, Curtis.
 Manual Training — Manser, Hunt, Bennett.
 Truancy — Lane, Knox, Lewis.
 Evening School — Hunt, Bennett, Manser.
 High — Evans, Newton, Hunt.
 Adams — Knox, Lewis, Newton.
 Centre — Knox, Newton, Lewis.
 Devens — Newton, Lane, Knox.
 Franklin — Lewis, Bennett, Manser.
 Glendale — Lane, Curtis, Manser.
 Hancock — Curtis, Evans, Lane.
 Hale — Curtis, Lane, Evans.
 Lafayette — Lane, Curtis, Hunt.
 Lincoln — Newton, Manser, Evans.
 Horace Mann — Evans, Manser, Bennett.
 Mt. Washington — Bennett, Evans, Curtis.
 Nichols — Manser, Lewis, Curtis.
 Warren — Lewis, Knox, Bennett.
 Webster — Bennett, Hunt, Knox.
 Winslow — Hunt, Bennett, Lewis.
 Winthrop — Manser, Knox, Lane.

FINANCIAL REPORT.

RESOURCES.

Original Appropriation	\$185,500 00	
Receipts from sale of books and supplies	150 59	
Receipts from Evening School	58 50	
Tuition, State Board of Charity	244 50	
Tuition, City of Boston	8 50	
	<hr/>	\$185,962 09

EXPENDITURES.

Salaries, superintendent and teachers	\$129,452 64
Salaries, janitors and truant officer	15,124 17
Support of evening school	2,172 73
General Maintenance :	
Incidentals	1,062 52
Furniture	1,133 58
	<hr/>
<i>Amount carried forward</i>	\$148,945 64

REPORT OF SCHOOL BOARD.

<i>Amount brought forward</i>	.	.	.	.	.	.	\$148,945 64
Water, lighting and power	.	.	.	.	.	.	1,771 78
Expressing	.	.	.	.	.	.	187 49
Printing	.	.	.	.	.	.	407 12
Fuel	.	.	.	.	.	.	9,209 94
Repairs	.	.	.	.	.	.	8,117 33
Text-books	.	.	.	.	.	.	7,661 26
Supplies	.	.	.	.	.	.	7,522 66
							<hr/> \$183,823 22

SCHOOL PROPERTY.

REAL ESTATE.

School.	Building.	Land.	Total.
High . . .	\$145,000 00	\$17,000 00	\$162,000 00
Adams . . .	18,000 00	2,000 00	20,000 00
Centre . . .	28,000 00	8,000 00	36,000 00
Devens . . .	26,000 00	8,000 00	34,000 00
Franklin . . .	21,000 00	1,800 00	22,800 00
Glendale . . .	23,000 00	6,700 00	29,700 00
Hancock . . .	15,000 00	2,000 00	17,000 00
E. E. Hale . . .	82,000 00	9,000 00	91,000 00
Horace Mann . . .	65,000 00	9,000 00	74,000 00
Lincoln . . .	35,000 00	4,700 00	39,700 00
Lafayette . . .	40,000 00	6,000 00	46,000 00
Mt. Washington . . .	18,000 00	4,800 00	22,800 00
Nichols . . .	22,000 00	4,600 00	26,600 00
Warren . . .	23,000 00	2,000 00	25,000 00
Webster . . .	28,000 00	Included in parks	28,000 00
Winslow . . .	23,000 00	6,000 00	29,000 00
Winthrop . . .	15,000 00	2,700 00	17,700 00
Washington Park Dist.			5,700 00
	\$627,000 00	\$100,000 00	\$727,000 00

PERSONAL PROPERTY.

Furniture	.	.	.	.	.	.	\$30,000 00
Books	.	.	.	.	.	.	15,000 00
Apparatus	.	.	.	.	.	.	6,100 00
Material	.	.	.	.	.	.	3,500 00
							\$54,600 00

ESTIMATED AMOUNTS REQUIRED IN 1908.

Salaries of superintendent, teachers and assistants	.	\$136,585 00
Salaries of janitors and school-house mechanic	.	15,100 00
Incidentals	.	1,000 00
Furniture	.	800 00
Water, lighting and power	.	2,000 00
Expressing	.	200 00
Printing	.	400 00
Evening School	.	2,300 00
Fuel	.	9,500 00
Repairs	.	7,000 00
Books	.	6,800 00
Supplies	.	7,200 00
		<hr/>
		\$188,885 00

REPORT OF THE SCHOOL BOARD.

To His Honor, the Mayor, and the City Council:

The schools of Everett have been conducted with their usual efficiency. The relations between the Superintendent and the Committee have been most harmonious and satisfactory. Mr. Wheeler's work needs no further commendation than the recital of the fact that his grasp of the problems of the education of our children has increased as the years have gone by so that he stands today in the front rank of the superintendents of the state. The schools of Everett reflect his work and the work of his teachers, and that work has stood the test of efficiency.

The duties of the School Committee have largely changed during the last ten years. The growth of our population, the increasing demands for accommodations, the changes in educational methods, the large amount of money expended, and the new theories as to the kind of education and the forms of discipline to be employed, all tend to make the school committee of today a business rather than a professional body. The school committeeman can no longer acquaint himself with each particular school, the work of the teachers or the special course of study; nor can he be expected to visit the schools except on rare occasions; all that must be delegated to the superintendent. But he finds ample opportunity for his best efforts in attending to the general business administration. The economical expenditure of one hundred and eighty-five thousand dollars, so that the best results may be ob-

tained, requires all his foresight and judgment, and the willingness with which our people appropriate such large sums of money proves their confidence in the Board and its methods of disbursement.

The discipline of the schools has been generally satisfactory; still we feel justified, from a careful observation, in impressing upon the parents that only by the heartiest co-operation on their part with the Committee and its teachers can their children be brought to have that respect for authority that is absolutely requisite if our children are to attain full-rounded, well educated manhood and womanhood. We bespeak for the parents full sympathy with the work, as we demand from our teachers their best efforts, not merely to educate their pupils in book-lore, but to lead them by example and precept to the highest standards of character and service.

SCHOOL ACCOMMODATIONS.

The Superintendent's report to the Board on school accommodations so carefully and fully covers that phase of our present situation and future needs that we incorporate it in full in this report, and request for it the careful and considerate attention of the city government. It is as follows:

"At present, every schoolroom in the city is in use. Many are crowded, but in a few the classes are relatively small. In the Mt. Washington district the first grade is on half time, and the situation is growing more acute every year. At the Horace Mann school more than half the classes are overcrowded, and two assistants are employed in consequence of the unusually large classes. This situation is due in part, but not wholly, to the fact that we were obliged to transfer a considerable number of pupils from the Webster school. In spite of this, most of the classes at the Webster school are too large, and two assistants had to be provided. The situation is also acute at the Winthrop and Adams schools, two assistants being employed in each building. The ten rooms at the Devens school are filled to the limit, and four of the classes are so large that it is necessary to provide two assistants for this building.

"In other parts of the city the situation is more satisfactory, but in no place is there opportunity to further relieve the crowded condi-

tion in the buildings mentioned. How the entire situation can best be met is a question that will require the most careful consideration. Two courses are open : either to erect three small buildings so situated as to relieve the Woodlawn, the Mt. Washington, the Adams and the Winthrop districts, or to erect one large central building for the accommodation of the upper grades from a considerable or entire portion of the city. Neither course is likely to prove entirely satisfactory to all ; but in meeting the situation such steps should be taken as will seem most likely to serve the best interests of the schools educationally, at the same time giving due consideration to the financial side, from the point of view both of present cost and future administration.

“ As a Commission is now working on this problem, and will soon make a report and recommendations, it is unnecessary to present further facts at this time. It is to be hoped, however, that a satisfactory solution of the problem will soon be reached, and immediate steps taken toward a material realization of the plans adopted.”

We have kept within our appropriation for the school year, and return to the city a balance of \$2,138.87, which will reduce our financial demand for the ensuing year by just that amount.

We desire to publicly express our thanks to the City Government for the cordial way in which they have acceded to our requests, to the Superintendent and teachers for their earnest and efficient work, and to the parents for their cheerful co-operation in our endeavor to make our schools all that those who have their best interests at heart wish that they might be.

Respectfully submitted,

H. HEUSTIS NEWTON,
ALBERT W. LEWIS,
JOHN J. LANE.

TABLE I.—TOTAL EXPENDITURES.

Financial year ending Feb. Sup'in- 28; Dec. 31 after 1880.	Salaries of Teachers.	Salaries of Janitors.	Fuel.	Furni- ture.	Text-books and Supplies.	Repairs and Additions.	Inci- dentals.	Total Expendi- tures.
1870-71	\$5,763 41	\$294 25	\$293 40	\$536 67	\$198 32	\$837 72	\$220 15	\$8,443 92
1871-72	6,388 90	326 00	297 70	931 80	274 14	614 44	248 56	9,331 54
1872-73	8,209 06	427 32	358 00	935 60	392 37	640 74	180 13	11,443 22
1873-74	8,640 00	445 55	353 13	682 37	273 90	193 45	389 74	10,978 14
1874-75	9,570 00	557 79	556 63	627 00	350 56	1,312 55	619 57	13,594 10
1875-76	10,192 50	651 33	616 00	18 00	333 40	†2,086 74	854 20	14,752 17
1876-77	9,018 00	630 00	468 93	62 65	302 69	439 56	223 87	11,154 70
1877-78	8,351 00	630 00	412 10	97 47	191 81	415 45	460 32	10,558 15
1878-79	8,277 87	634 67	466 44	59 70	314 64	423 51	413 80	10,590 63
1879-80	8,261 00	639 97	495 48	52 62	362 58	302 31	417 38	10,535 31
1880-81	8,454 50	663 66	583 29	192 48	278 99	262 31	379 28	10,814 51
1881 **	7,428 90	593 95	723 93	178 30	181 70	259 19	528 64	9,893 41
1882 .	9,990 50	831 54	906 06	407 33	458 87	569 36	278 22	13,441 88
1883 .	10,750 75	913 80	883 25	105 40	325 91	561 30	282 84	13,823 25
1884 .	11,681 75	1,000 04	788 65	600 10	1,811 30	959 68	451 09	18,002 61
1885 .	12,665 00	1,168 00	879 00	117 00	1,494 29	700 00	665 94	18,989 23
1886 .	13,416 88	2,239 58	908 05	788 75	1,350 73	740 96	482 77	19,127 72
1887 .	14,527 50	1,416 67	1,183 52	677 82	1,494 64	727 66	884 48	20,912 29
1888 .	15,300 00	1,591 66	1,714 00	416 24	1,732 69	1,106 75	865 15	22,626 49
1889 .	16,790 63	1,724 99	1,737 50	931 99	1,997 43	1,252 65	1,620 28	26,055 47
1890 .	19,081 13	2,129 59	1,557 90	581 64	2,150 28	1,850 81	1,385 24	28,736 59
1891 .	22,549 75	2,299 99	1,783 55	760 70	2,656 28	†1,844 83	1,424 47	34,854 45
1892 .	28,198 00	2,647 30	2,938 38	2,172 97	5,093 17	†5,374 68	1,403 57	49,418 07
1893 .	34,184 84	3,170 75	3,727 24	***3,328 34	3,986 12	3,570 21	1,917 24	55,445 10
1894 .	42,254 92	3,969 89	3,400 35	††1,784 30	5,325 37	2,411 44	2,470 71	63,416 98
1895 .	47,848 43	5,410 99	3,154 46	785 00	5,333 35	3,111 20	3,216 41	70,659 84
1896 .	52,374 93	6,273 49	2,989 27	889 86	6,444 15	3,535 64	2,678 74	78,944 35
1897 .	58,750 25	6,717 00	4,862 68	2,364 89	7,229 73	3,935 53	3,775 28	89,735 36
1898 .	65,330 27	7,349 06	4,250 73	445 66	4,984 27	4,986 92	3,823 57	94,429 08
1899 .	71,313 25	8,543 45	5,330 25	364 48	6,475 42	4,451 88	2,802 10	102,771 94
1900 .	77,295 61	9,156 25	5,273 54	715 31	7,863 44	4,739 74	3,339 19	111,985 92
1901 .	82,249 25	9,737 39	5,980 36	825 92	8,944 40	6,057 38	3,655 90	121,219 72
1902 .	88,094 67	10,622 66	2,957 19	853 06	12,194 47	4,254 71	4,019 77	125,376 53
1903 .	93,395 25	10,829 41	||13,357 44	545 60	10,721 06	5,087 06	3,170 41	141,296 04
1904 .	101,560 29	11,549 12	8,981 58	302 06	11,444 50	7,255 08	4,530 37	148,123 00
1905 .	109,187 05	12,613 67	9,545 68	439 90	11,420 05	5,899 86	4,922 82	156,529 03
1906 .	114,780 68	13,947 46	10,081 25	452 52	13,734 73	6,063 16	5,329 69	166,889 49
1907 .	121,037 39	14,915 86	11,098 55	459 11	14,749 49	7,158 06	5,381 27	177,299 73
1908 .	126,832 64	15,124 17	9,209 94	1,133 58	15,183 92	8,117 33	5,601 64	183,823 22

Paid from Salary Fund. † Including \$1,249.06 for finishing upper story of Locust Street Schoolhouse.

** For ten months, financial year ending Dec. 31.

†† Including \$1,771.40 for new sanitary at Devens, \$524.49 for finishing new room at Centre, and \$378.87 for new room at Winslow.

*** Including \$3,000 for furnishing High School. ††† Including \$1,500 for furnishing the Hancock and Winthrop Schools.

|| Including \$5,485.14 for fuel of 1902.

§ Including \$1,500 paid on 1896 bills.

TABLE II. — EXPENDITURE PER PUPIL. — DAY SCHOOLS.
Based on Membership.

Financial Year Ending Feb. 28; Dec. 31, after 1880.	Average number Pupils.	For Teachers.	For Janitors.	For Fuel.	For Text-books and Supplies.	For Furniture.	For Repairs.	For Incidentals.	Total Cost per Pupil, Average Membership.
1870-71	. .	. .	. .	. .	. .	. .	. .	. .	. .
1871-72	. .	. .	. .	. .	. .	. .	. .	. .	. .
1872-73	432	\$19 00	\$0 98	\$0 82	\$0 90	\$2 16	\$1 48	\$0 41	\$27 18
1873-74	481	17 96	92	73	56	1 41	40	81	22 82
1874-75	501	19 10	1 11	1 11	69	1 25	2 61	1 23	27 13
1875-76	518	19 67	1 25	1 18	64	03	3 99	1 64	28 47
1876-77	556	16 21	1 11	84	54	11	79	40	20 06
1877-78	573	14 59	1 09	71	33	17	72	80	18 46
1878-79	611	13 46	1 03	76	51	09	69	67	17 33
1879-80	648	12 74	98	76	55	08	46	46	16 28
1880-81	687	12 30	96	84	40	28	38	55	15 74
1881*	715	10 38	83	1 01	25	24	36	73	13 83
1882	743	13 44	1 11	1 21	61	55	76	37	18 09
1883	825	13 03	1 10	1 07	39	12	68	34	16 75
1884	882	13 34	1 19	89	2 04	68	1 08	52	20 41
1885	987	12 83	1 18	89	1 51	1 13	70	68	19 40
1886	1,083	12 39	1 14	84	1 25	73	68	45	17 66
1887	1,141	12 73	1 24	1 03	1 31	59	63	77	18 32
1888	1,305	11 72	1 22	1 31	1 33	32	85	66	17 34
1889	1,484	11 31	1 16	1 17	1 34	62	84	1 09	17 33
1890	1,873	10 19	1 14	83	1 15	31	99	74	15 14
1891	2,160	10 43	1 06	82	1 23	30	85	66	15 94
1892	2,337	12 06	1 13	1 25	2 18	92	2 29	60	20 97
1893	2,598	13 16	1 22	1 44	1 53	1 28	1 37	74	21 18
1894	2,906	14 54	1 36	1 17	1 83	61	82	85	21 62
1895	3,291	14 54	1 64	96	1 62	23	95	98	21 33
1896	3,600	14 54	1 74	83	1 79	24	98	74	21 83
1897	3,791	15 49	1 76	1 28	1 91	61	1 03	99	23 42
1898	4,171	15 66	1 76	1 02	1 17	11	1 20	92	22 42
1898-99	4,311	16 54	1 98	1 24	1 50	08	1 03	65	23 60
1899-00	4,602	16 79	1 98	1 14	1 70	15	1 03	72	24 09
1900-01	4,943	16 61	1 97	1 20	1 80	16	1 22	70	24 05
1902	5,273	16 70	1 97	56	2 09	16	87	76	23 77
1903	5,562	16 77	1 94	2 40	1 92	09	91	57	25 40
1904	5,757	17 98	2 00	1 56	1 98	05	1 26	78	25 76
1905	5,971	18 28	2 11	1 59	1 91	07	98	82	26 21
1906	6,082	19 28	2 29	1 66	2 26	07	1 00	88	27 44
1907	6,153	20 08	2 43	1 80	2 40	08	1 16	87	28 82
1908	6,304	20 54	2 40	1 43	2 41	18	1 29	51	28 76

* Ten months.

EXPENSES FOR EVENING SCHOOLS.

Salaries	\$2,043 25
Books and Supplies	129 48
Heating	170 00
Lighting	206 51
	—————
	\$2,548 24
Average Membership	267
“ Cost per Pupil	\$9 51

BUILDINGS.

Containing fourteen rooms	.	.	.	.	.	.	.	.	I
Containing twelve rooms	.	.	.	.	.	.	.	.	I
Containing ten rooms	.	.	.	.	.	.	.	.	I
Containing nine rooms	.	.	.	.	.	.	.	.	3
Containing eight rooms	.	.	.	.	.	.	.	.	7
Containing four rooms	.	.	.	.	.	.	.	.	3
High School	.	.	.	.	.	.	.	.	I
									— I7

High School rooms	35
Grammar School rooms, grades 4 to 9	79
Primary School rooms, grades 1 to 3	54
Evening School rooms (also used by High)	9
	<hr/>
	177

	Men.	Women.	Total.
In High School	5	17	22
In Grammar and Primary	6	147	153
Assistants	0	9	9
In Evening School	6	8	14
Music	1	0	1
Drawing	0	1	1
Sewing	0	2	2
Manual Training	1	1	2
	<hr/>	<hr/>	<hr/>
	19	185	204

Number enumerated by census September 1 between ages of five and fifteen		6,150
Whole number enrolled during the year	{ legal enrollment	6,580
	{ actual " "	6,983
Number over fifteen		623
Number between five and fifteen		5,946
Number under five		11
Number between seven and fourteen (age taken September 1)		4,420

ATTENDANCE BY SCHOOLS.

SCHOOL.	Whole No. Enrolled.	Average Membership.	Average Attendance.	Per Cent. Attendance.	Days of Absence.	Cases of Tardiness.	Visitors.
Adams	181	173.82	164.29	94.51	3,610	375	34
Centre	361	345.13	324.85	94.12	7,686	388	95
Devens	464	426.55	400.79	93.95	9,718	542	744
Franklin	319	297.69	276.90	93.02	7,897	550	83
Glendale	331	310.77	291.04	93.65	7,516	314	318
Hale	531	502.82	479.76	95.41	8,754	318	764
Hancock	155	139.77	129.76	92.83	3,818	108	202
High	584	525.38	497.30	94.61	10,930	613	12
High-Ninth	324	307.91	296.81	96.39	4,274	303	35
Lafayette	344	328.55	310.84	94.61	6,708	380	308
Lincoln	326	315.66	296.36	93.89	7,394	632	189
Horace Mann	617	591.79	563.08	95.15	10,872	680	430
Mt. Washington	371	352.80	330.26	93.61	7,424	412	264
Nichols	362	337.47	310.85	92.11	10,076	471	161
Warren	338	338.35	312.68	92.41	9,704	925	138
Webster	424	404.68	377.56	93.32	10,293	965	385
Winslow	372	434.93	410.11	94.29	9,430	477	231
Winthrop	176	170.17	160.38	94.24	3,681	159	112
	6,580	6,304.24	5,922.62	94.12	139,785	8,612	4,505

SUPERINTENDENT'S REPORT.

To the School Board:

I hereby submit to you my seventh report as Superintendent of Schools, it being the eighteenth in the series of superintendent's reports.

There is, of necessity, a noticeable and somewhat monotonous sameness in the consecutive and relatively useless annual reports of the superintendent of schools in any city, — monotonous, because from year to year the same subjects are treated; relatively useless, because so rarely read by those whom we are most anxious to reach and to interest in the work of the schools. However, if this report has no other value and serves no other purpose, it will constitute a permanent record which perhaps, years hence, may be interesting for comparison.

The work for the past year has been carried on under most favorable conditions. Ample funds have been available, teachers have been loyal and conscientious, and the Committee harmonious, — ideal conditions for good work. Success, under such circumstances, carries with it no particular credit, especially when like conditions have prevailed for a series of years. It is difficult, however, to measure the exact gain from year to year, and I shall make no attempt to prove what I believe to be true, namely, that the schools were never in a more satisfactory condition than at the present time. Perfection does not exist and perhaps never will; criticism does exist and always will. Indeed, such a situation is hopeful, for it is by a critical examination of the schools that we discover imperfections, which, when brought to light, it is our

duty to remedy. In this spirit we welcome all just and constructive criticisms.

The present may well be called the critical period of school adjustment. It is a period of transition, in which an attempt is being made to readjust the schools to better meet the changed industrial and social conditions of the times. It is a period when mistakes are being made and experiments tried. To the already overloaded curriculum, new requirements are added. It would seem that the limit must soon be reached if we are to have time for the necessary thoroughness in those fundamentals essential to the intellectual training of all, regardless of vocation. The criticisms most frequently heard are, that the schools of today turn out, on the one hand, pupils lacking in accuracy and thoroughness, and, on the other, those who are helpless and unprepared to adapt themselves to any vocational experience. I question the former, considered in comparison with any previous period, but readily grant the latter. Much criticism comes from those ignorant of what the schools are really doing, and who judge the past by their own present adult standards of knowledge.

While critics, friendly or otherwise, all agree that, however efficient the schools may be in doing the work as now projected, certain changes are necessary, both in present emphasis and along new lines; and while no authoritative agreement has been reached as to how these modifications shall be brought about, or how extensive they shall be, yet all agree that industrial and vocational training must be given a prominent place in our educational system.

I quote here from a recent address of Secretary George H. Martin on Industrial Education and the Public Schools. The quotation consists of selected paragraphs, and no attempt is made to preserve the logical and complete development of his subject:

“On one side are people declaring the public school system to be a failure. If this opinion becomes general, the public school will be supplanted, and some new institution substituted.

“ Other people are saying that the public schools are partly right but they are misplacing the emphasis in education, over-emphasizing some things, and neglecting others equally or more important. If this is true, public school work must be modified, and school people must change their view-point and adopt new practices.

“ A third class affirms that the public schools are doing their legitimate work, that they should not attempt to cover the whole field of education, but that a new type of school is needed. They would leave the public school as it is, but would supplement it.

“ Personally, I believe that the public school should be both modified and supplemented, but not supplanted. The school system has not been and is not now a failure. It has done the work which was intended by its founders and its supporters, not ideally, perhaps, but as well as its limitations would allow.

“ Education always and everywhere has two ultimate purposes. It is to get children ready to go alone. This is the parent's view-point. When a child comes into a home, the parent who thinks at all immediately begins to forecast its future. Going alone means a great many things, but most important of all it means self-support, -- the ability to get a living.

“ The other purpose of education is to prepare children to do the world's work. This is the view-point of the merchant who wants qualified salesmen and bookkeepers, of the manufacturer who wants spinners and weavers, of the builder who wants carpenters and masons and painters, of the farmer who wants milkers and mowers, of corporations who want foremen and superintendents. It is, moreover, the broader and more unselfish view-point of the statesman, who sees in education the preparation for citizenship and the safeguard of civil rights.

“ The public must furnish the means of promoting the industrial efficiency of all the children of the present generation, and it cannot begin too soon to formulate its plans. So far as this is a manufacturer's problem, the manufacturers can solve it in their own way, either alone, as so many are doing, or in co-operation with the public, as at Fitchburg. But it is primarily a social problem; and society must solve it, and solve it through its public schools. The new work set for the public schools is not merely to make mechanics; it is to promote industrial efficiency in the community, for the sake of the individual worker and for the sake of the community as well.

“ It is of supreme importance that there be no division of education into education for culture (so-called) and education for industry. Such a distinction would be fatal to American society. It would lay the foundation for class divisions where they have never existed in our country, where more than anywhere else there has been absolute equality, both of duty and of opportunity. Education should be conceived of as being all for culture and all for industry.

"Of all the elements which go to make a man or woman industrially efficient, technical skill looms up so large as to obscure a number of others no less important. Before discussing the means by which this may be obtained, allow me to call your attention to some of these others. I do it because I believe the industrial efficiency of the workers in any community could be greatly increased by public school effort without the expenditure of a single additional dollar.

"Among these essential elements I name a command of English, a command of numbers and a command of drawing. These are as much tools of a trade as are the plane of the carpenter and the trowel of the mason. They are universal tools, necessary to the working in all trades.

"I use the word 'command' to signify their use as tools. The English for this purpose is not academic English, the English of the school reader and the school essay, but the simple, direct English, in which men at work give and take directions, in which they write orders and rules, which they use in correspondence and in contracts and specifications. A command of English means ability to read, to write and to speak such English as it is needed.

"By a command of numbers is meant the ability to think numerically, and to make quickly and accurately the simple combinations of numbers, whole numbers and fractions, which are the tools alike of the cook, the dressmaker, the carpenter and the farmer. It includes an exact conception of the units of measure and of weight used in all industries, and ability to handle them readily as needed.

"By command of drawing is meant simply ability to represent, both by freehand and by instruments, the form and proportions of objects seen or remembered, or only conceived. I saw a table yesterday. I want one like it. It looks like that. I know what kind of a table I want, but I have never seen one like it. It would look like that. Substitute for table any of the thousand and one objects of construction and use and you have my idea. I do not mean ability to make pretty pictures. Work of this sort done in the public schools would go far to disarm the criticism now so rife among practical men.

"Beyond this, industrial efficiency would be promoted by acquiring a general knowledge of those industrial processes which form the largest part of the world's work. The elements of all these processes are simple and easily understood by children and easily practiced.

"Knowledge of the materials used in the industries is another requisite. What they are, where they come from, how they are produced, how transported and marketed. Such knowledge is easily obtainable as to all the great staples,—wool, cotton, silk, flax, lumber, the metals and all the food products.

"An important element of this study is the notion of cost. All employers of labor assert that apprentices are wasteful of material,

not wilfully, but through ignorance. It would seem that, if the youth before entering any industry could be impressed by the number of operations involved, the distance transported, the people employed in the preparation of the material they handle, they would get some adequate idea of the cost, and be more economical in its use.

"These are some of the intellectual elements that go to make a man or woman a useful worker under modern industrial conditions. I suspect that while I have been speaking you may have been saying to yourselves, 'We are doing all this now.' I know what you mean; but if you think so, you do not quite know what I mean. You are thinking of your nature study and your geography and your elementary science as well as of your reading and arithmetic and drawing. So am I, and I would not throw them away. I would think of them and present them and teach them, not as so many school studies used for school ends, but, looking outside and beyond the school room, outside and beyond school life, I would see them all in the light and in the atmosphere of the home, the workroom and the field. They should be not the playthings of children, but the tools of workmen, the means by which the children may learn to help, service being the end of it all. I think they would gain some in dignity in such a light, perhaps some in interest.

"There is a moral element without which there can be no real and permanent industrial efficiency. Unless the workman feels a sense of obligation to his employer, to the public and to himself to do the best work he is capable of doing, he is not a good workman, no matter how much he knows of his trade and how skillful he can be.

"Ask nine tenths, I might almost say ninety-nine hundredths, of the women who employ domestic labor, and a majority of men who employ workmen of any kind, and they will tell you that their most serious trouble is not that workmen do not know, it is that they do not care. This is the most deep-seated, the most pervasive, the most subtle evil in modern industrial life. It is a disease of the will and the conscience. To remedy it will take all the effort of the schools. But it will take more; it will tax the wisdom and the effort of the home and the church, and it will need the co-operation of the great organizations of labor, which should add to all their beneficent efforts for the working-man this supreme sort of education. It will need, too, the example of employers of labor. Men in business who are ready at every opportunity to take unfair advantage of their competitors, executive officers of corporations who are occupied in their offices in preparing collusive bids for public or private work, can scarcely expect the workmen in their shops and yards to live up to the full demands of an enlightened and sensitive conscience."

I have given this extended quotation because it seems

to me to be the keynote of the question of industrial education and the future development of the public schools from the conservative and practical point of view.

Our public schools were never in a better condition to do effectively the work now being attempted. This work must be continued, but with some modifications. Below the high school there is very little call for additional subjects. But there should be a change of emphasis with the purpose of correlating the work more directly with the commercial and industrial activities of actual life, and of giving pupils a more intimate and practical knowledge of these activities. Pupils should be led to feel that all honest labor is honorable, and that the best education is that which fits them for successful service in that sphere of life's activities for which they seem best adapted.

The most radical changes, however, in the educational program of the future will be in the wider opportunities offered to those who wish to continue in school beyond the grammar grades. There will be no curtailment of the opportunities for the higher education (so-called), or any short cut provided for those who are educating themselves for the professions. But equal provision will be made for the large number of pupils who must, by choice or necessity, devote their lives to mechanical or industrial pursuits.

The high school has been called the "people's college." For some it is such; for others it is the sepulchre of wasted opportunities and unrealized ambitions. Until the high school offers adequate, practical opportunities to all; until it renders relatively equal (not the same) service to all,—to the rich and the poor, to the slow and the quick, to the future brain worker as well as the future hand worker,—then, and not till then, can its maintenance be a just burden upon the entire community.

Our own high school is doing splendid work in intellectual training, and has a strong commercial department which prepares directly and effectively for office work. Adequate provision is thus made for two classes of students, namely, those preparing for college and normal

school, and those who expect to become office clerks and bookkeepers, although it is probable that many such would profit more by a different training. It is also true that a broad general education is of great value even to the humblest laborer, and it is equally true that such general education leading to no definite goal does not attract and hold a large number of the students who enter the high school. Less than one half of those who enter remain to graduate. Some must go to work,—cannot afford the time; some lose interest,—think it is not worth while; and some are forced out because of poor scholarship. The majority of these would remain longer than they now do, perhaps to graduate, if they could thereby receive initial training in some line of work that would open the door to a desired occupation, thereby giving them an immediate start in life, and the ability and ambition necessary for future advancement, instead of leaving them to join the great army of unskilled laborers.

In wealthy communities and large cities, the separate technical school will undoubtedly be established. We can hardly hope for this in Everett, even granting it to be the best plan for meeting the situation. We can, and I believe should, offer various lines of vocational training in our high school. For this purpose, the Committee will ask for an appropriation, which, if granted, will make possible a substantial beginning along these lines next September.

TEACHERS.

Including evening school teachers, there are at present, 204 teachers employed in this city. The changes during the year January, 1908, to January, 1909, are as follows:

RESIGNATIONS.

Grace M. Tibbetts, 3d grade, Adams School.
Bessie M. Felton, 5th grade, Centre School.
Isabelle Hay, 4th grade, Devens School.

Effie B. Wallace, 4th grade, Franklin School.
Olivia M. Woods, 2d grade, Glendale School.
Elizabeth C. Needham, 8th grade, E. E. Hale School.
Vesta E. Chadwick, 7th grade, E. E. Hale School.
Bertha F. Flint, 1st grade, E. E. Hale School.
Mabel S. Hastings, High School.
F. Elizabeth Sullivan, High School.
Abbie A. Smith, 9th grade, High School.
Alice M. Kyle, 6th grade, Lafayette School.
Gertrude H. McKellar, 8th grade, Lincoln School.
George I. Bowden, principal, Horace Mann School.
Archer C. Bowen, principal, Horace Mann School.
Mary V. Williams, 8th grade, Horace Mann School.
Francis T. Hall, principal, Nichols School.
Martha E. Davis, 6th grade, Warren School.
Sara I. Guernsey, 5th grade, Warren School.
Agnes C. Grady, 4th grade, Warren School.
Frank P. Wagg, principal, Webster School.
Dean Kendall, 3d grade, Winslow School.
Mary L. Fowler, assistant, Manual Training.

APPOINTMENTS.

Mary E. Conant, 3d grade, Adams School.
Anna C. Dolan, 4th grade, Devens School.
Bernice F. Jebb, 4th grade, Franklin School.
H. Margaretta Barnes, 1st grade, Glendale School.
Edna A. Goodrich, 8th grade, E. E. Hale School.
Annette G. Peasley, 4th grade, E. E. Hale School.
Nellie M. Kemp, 4th grade, E. E. Hale School.
May W. Russell, High School.
Minnie G. Farwell, High School.
Helen D. Greenough, 6th grade, Lafayette School.
Ethel G. Merriman, 8th grade, Lincoln School.
Luanna B. De Catur, 6th grade, Lincoln School.
Archer C. Bowen, principal, Horace Mann School.
Melville A. Arnold, principal, Horace Mann School.
Anna B. Lattin, 1st grade, Mt. Washington School.

Louis D. Cook, principal, Nichols School.
Ellen M. Ford, 8th grade, Warren School.
Katherine Haley, 6th grade, Warren School.
Mary M. H. Milliken, 5th grade, Warren School.
Jeannette Hatch, 5th grade, Warren School.
Lucy B. Raddin, 4th grade, Warren School.
J. Henry Clagg, principal, Webster School.
Charles H. Knapp, assistant, Manual Training.

TRANSFERS.

Myrtle S. Foster, 1st grade, Mt. Washington, to 1st grade, E. E. Hale.

Mabel Britton, 7th grade, Lincoln, to 9th grade, High.

Bessie S. Hayward, 8th grade, Lincoln, to 6th grade, Horace Mann.

Anna G. Doyle, 9th grade, Warren, to 8th grade, Horace Mann.

Lena M. Liscom, 5th grade, to 7th grade, Warren.

Anne J. Caton, 4th grade, to 7th grade, E. E. Hale.

LEAVE OF ABSENCE.

Alice B. Humphrey, 5th grade, Centre School.

Helen T. Chaplin, 8th grade, Lincoln School.

N. Louise Lancy, 7th grade, Horace Mann School.

Lizzie J. Peaslee, 6th grade, Horace Mann School.

E. Luella Hutchins, 6th grade, Mt. Washington School.

Georgietta Bacon, 3d grade, Winslow School.

Elizabeth E. Goodwin, 1st grade, Winslow School.

It is no easy matter to find satisfactory teachers to fill the vacancies occurring each year, and the difficulty seems to be increasing in spite of the fact that Normal schools are yearly graduating large classes. The loss for the past year has not been so great as in some other years. The new teachers selected are giving promise of unusually good work, and we feel that we have an excellent corps of teachers.

SPECIAL CLASSES.

One weakness of our graded school system, with forty or fifty pupils in a class,—pupils differing greatly in ability, in ambition, in perseverance, and in disposition,—is the utter impossibility for the teacher to do full justice to each. Attempts have been made to improve the situation by flexible grading, frequent promotions, group teaching, and individual instruction. We are giving attention to all these matters in our schools, and the individual interests of all are served as fully as possible under existing circumstances. In every school a certain amount of time is set apart for individual teaching, with the result that many who would otherwise fail of promotion are able to accomplish the work of a grade. In some cases, special teachers have been employed for this line of work. There should be in each building one unassigned teacher devoting her whole time to group or individual teaching. With such an arrangement, most of the pupils would be able to make a grade each year.

But there are a few children in the city, generally two or three or more in each building, who cannot be properly taught in the ordinary class room, even under the most favorable conditions. They vary too much from the average pupil to be materially benefitted by any plan applicable to the regular class regime. They need special treatment, and the attention of a teacher qualified to study and train unusual children. Most of these children are much too old and too large to be in the grade where they are found. Many have spent from two to three years in each grade, and are promoted because of this fact or because of their age or size. It is easy to see that they soon find themselves in a position where it is impossible to understand the work and are unable to make progress. For this reason, they often become troublesome pupils,—a natural and logical result.

Usually such children are those whose mental capacity is below the average; they do not and cannot be made

to respond to the usual methods of instruction; they have little aptitude for purely mental accomplishment. Often in some line of effort they are proficient, but are abnormally slow in other lines. Frequently, they are more responsive to hand work than to intellectual effort. In a short time they are far behind their classmates, further progress in the regular class work becomes impossible, discouragement takes the place of ambition, and the result is disastrous, both to themselves and to the class, unless the teacher ignores them for the benefit of the rest. The farther they advance in grades, the worse the results.

This condition prevails in every school system, and in many places the "special class" remedy is being applied. Such classes are opened at convenient centres and pupils sent to them from different buildings. In such a school the children are not graded according to the course of study, but each child is considered according to his possibilities. The teacher starts him just where he is able to do successful work, and he progresses from that point regardless of any other pupil. He becomes interested in his work because he is succeeding, and there is nothing like successful accomplishment as an inspiration to larger victories. He takes a pride in his work (a new sensation for him), his courage is aroused, and he comes to feel a joy in his work which inspires him with a feeling of confidence that holds him to his task and makes success possible.

The advantage is not alone to these special pupils. The teachers of the regular classes, relieved of a burden which has been a drag upon their work, are free to devote their time to those who are able to profit by their efforts, and the whole school gains materially.

Wherever such classes have been formed the results have been very satisfactory. In view of this, and the reasons therefor, I believe it would be wise for us to open one or two such classes. These would of necessity be much smaller than the ordinary school, for it follows that much of the work must be individual. The greatest

obstacle to such a plan in this city is the lack of room; but some relief in this direction is needed, and I know of no better plan that has stood the test of experience.

ETHICAL AND MORAL INSTRUCTION.

Experts differ in regard to the wisdom of giving direct instruction in morals and ethics in the public school, but all agree that the tendencies and conduct of the young people in any community suggest a lack of such training. All contend that such training should receive definite attention in the home and church, and at least an indirect emphasis at school. It is, however, becoming more and more evident that the average home is not fully meeting the demands of the situation. If such is the case, the schools must, in some way, supply this training. And, indeed, is it not quite as important as training in scholarship?

Says Superintendent Southworth in his report of 1906:—

“Of the need of a higher standard of honor among business men, of a clearer sense of obligation on the part of custodians of trusts, of a stronger spirit of loyalty to official duty, of a wider recognition and observance of the fundamental principles of honesty and integrity, no one at all conversant with the financial and political history of the last few years can fail to be convinced.

“To raise the standard of moral conduct and to build the character of future citizens on the bedrock of the Ten Commandments, without fealty to which there can be no permanent prosperity, becomes the foremost duty of the home, the school, the church, the press, and of every other agency that may make for righteousness. Many homes are weak, the church fails to meet the need, and the press too frequently is silent where it ought to thunder. It rests, therefore, in double measure upon the schools to mould the plastic material in its hands; to inculcate from the outset by precept and by example, by indirect teaching and by direct instruction, sound moral principles; to make the child self-governing; to insist on obedience to just requirements in the home, the school, the community; to demand unswerving honesty in all things; to cultivate a spirit of honor; to impress the need of purity in thought, word, and deed; to place integrity above self-aggrandizement; to implant an enthusiastic loyalty to city, to state, to the flag; to teach that truth and

probity far outweigh wealth and power ; and to ground deep in every heart the conviction that unselfish service for others is the highest form of living."

Says Superintendent Carr of Dayton, Ohio:—

"The future greatness of this nation will depend more upon the care and training of its children than aught else. It is not enough to teach children the rudiments of knowledge. They must be protected against vice, and receive that kind of moral training that will develop in them the right sort of moral fibre. If we as a people fail, it will not be for lack of wealth, or opportunity, or knowledge, or skill, but it will be on account of low ideals and the failure to develop proper standards of moral character among the children. So the problem of problems, not only of the schools, but of the nation, is not financial, or commercial, or political, or social, but moral — the problem of developing our children into upright men and women.

"It is too much to expect the public schools to develop the highest types of moral character among children, just as it is too much to expect the schools to develop the highest types of scholarship or the best examples of skill. These higher forms of excellency can only be attained by mature persons after years of training in the school of experience and under the exigencies of real life. The public school will do all that can reasonably be expected of it, if it aids the pupil to lay a broad foundation for the development of moral character in after life. This is done in two ways:—

"1. By aiding him to form lofty ideals of honor, truth, justice, duty, and the like.

"2. By training him in the formation of certain moral habits, such as habits of self-control, cleanliness, obedience, honesty, justice, industry, fairness, considerateness, patience, perseverance, self-respect, respect for others, loyalty, reverence, and love."

We may attempt to accomplish these results through direct instruction, by means of specific exercises; by indirect instruction, using for this purpose the regular school lessons and exercises, which are replete with high ideals, easy of application; or we may combine the two methods. Thus far, in the majority of schools in this country, the second method is the only one employed. The opportunities afforded by this method should never be neglected; but apparent results seem to warrant the conclusion that this method alone is not entirely sufficient, and there is a growing feeling that the subject must receive some direct

and systematic attention. The difficulty with, or weakness of, the incidental method is that with the majority of teachers the facts of the lesson taught are alone emphasized, and the moral and ethical applications either wholly neglected or so slightly emphasized as to yield no lasting results.

Of course it would be difficult, and perhaps impracticable, to prescribe a definite graded outline in morals and ethics, giving specific lessons or topics for the guidance of teachers, although this is sometimes done. What I believe and urge is that all teachers become keenly alive to the necessity of such instruction, and make definite plans and preparation for daily presentation of some moral or ethical lesson. The materials for such lessons may be drawn from the regular studies or may be specially selected by the teacher. Without such definite purpose there is little hope of accomplishing satisfactory results.

I do not minimize in the least the natural influences and opportunities afforded by the regular school organization, but plead for a more systematic and purposeful application of them. I specially recognize the supreme importance of the personality of the teacher in this line of effort. The influence of the conscientious and consecrated teacher, whose manner, habits, and character are worthy of imitation, is of far greater value than any direct or indirect instruction.

“The school will be just what the teacher is — it can be no more. The teacher makes school what it is — a joy or a sorrow to childhood. We must have scholarship in our schools; but with it we must have men and women. The teacher owes it to himself and his pupils to be just as true, just as cheerful, just as genuine as possible every day.”

The subject of moral and ethical instruction has been discussed at various times during the year at the meetings of the School Board, and the members have been unanimous in their opinion that the matter should receive more attention in the schools. That phase of the subject which relates particularly to the conduct of children out of school

has received official action in the following communication which the Board recently adopted and ordered sent to the principal of each school:

TO PRINCIPALS AND TEACHERS:—

It seems apparent, even to the casual observer, that the conduct of children on the street is far from satisfactory. Much of this, doubtless, comes from the thoughtless exuberance of youth, but is none the less objectionable to the innocent victims, and dangerous in its effect upon the participants. There appears to be little regard shown by children for the rights of others, too little respect for age, a tendency to trespass on private property, and a habit of annoying pedestrians and passing teams.

The School Board views with deep concern the too frequent evidences that have come to its notice concerning these matters. In calling the attention of teachers to these conditions, the Board does not intend to suggest that the schools are to blame for the present situation. On the contrary, its members feel, that were it not for the influence of the schools, and especially the influence of the many conscientious teachers, whose precept and example have been strong, inspiring incentives to right conduct and noble living, the situation would be less hopeful than it is.

Yet the Board feels that this influence of the school, through its teachers and officers, should stand for the highest and best in matters of morality and behavior, not only *in* the schoolroom but so far as is possible, *out of* the schoolroom.

The law of the Commonwealth vests the teacher with absolute authority as to the oversight and control of pupils within the schoolhouse and on the school grounds, during school hours. It also gives the teacher concurrent control with parents of pupils coming to or returning home from school. This provision for concurrent control with parents does not lessen the authority of the teacher except when the exercise of this authority conflicts with directions issued to the children by their parents. For example, the teacher has a right to require pupils to go directly home from school; but if a parent wishes his child to go elsewhere before coming home, the teacher cannot interfere. The pupil then becomes subject to the parent who thus becomes responsible for the child's whereabouts and behavior. In practically all cases, therefore, the teacher has a right to take note of the conduct of children from the moment they leave home to go to school until they have returned home and again placed themselves under the care and direction of their parents.

The Board does not wish to require the impossible or to impose unnecessary burdens upon principals and teachers. But it does expect teachers to understand fully their authority, and to recognize

the responsibility which this authority carries; and it is the expressed desire of the Board that principals and teachers do everything in their power, consistent with good sense and sound judgment, to restrain pupils from wrong conduct and to train them into right habits of behavior.

The teacher's authority over pupils on the street should, of course, be exercised with discriminating judgment and with some caution. The natural and harmless activities of children, released from the tedium and confinement of school work, need not be unduly restrained; but a distinction should be made between innocent pleasure and those acts and habits which are harmful in their tendencies, or dangerous and disagreeable to others. These should be checked, especially such as relate to trespassing and to the annoyance of people passing or residing on the street. It should be the duty of the principal to carefully investigate all reasonable complaints; to discover, if possible, the guilty; and to take such steps as may seem wise to prevent a recurrence of the act or acts. In doing this, unusual care should be exercised to fix the guilt beyond question; but when so fixed, it is just as important to act as if the offence occurred within or about the school building.

The purpose of this communication is to present the views of the School Committee concerning these matters, and to urge, and even to insist, that principals and teachers be vigilant and unremitting in their efforts to improve present conditions. If you are in doubt as to what course to follow in any case, it is your privilege to consult the Superintendent or any member of the School Board.

GEORGE E. HUNT,

Chairman of the School Committee.

SCHOOL SAVINGS SYSTEM.

From its organization, in October, 1905, to January, 1908, \$8,901.77 worth of stamps were sold. During the past year the sales have amounted to \$3,025.88, making a total of \$11,927.65 since the establishment of the system a little more than three years ago.

EVENING SCHOOLS.

The evening classes opened on the first Monday in October with the largest enrollment we have ever had. These classes meet three evenings a week, and will con-

tinue to the middle or last of March, if the attendance holds good.

Irregular attendance, lack of time for outside study by the pupils and other causes render the work of any free evening classes less effective and satisfactory than that of the day school. Attendance is voluntary, the only incentive being the personal interest of each. As the qualifications of the different pupils vary so greatly, the work must of necessity be carried on under circumstances that make it unusually difficult to create and sustain a compelling interest for good attendance and for good work. The result is much wasted effort. But in spite of all these difficulties excellent results are being accomplished, and the attendance has fallen off less than might be expected.

The evening school, as now carried on, is decidedly worth while, but I feel that it would be possible to make it more effective by offering other lines of work, namely, classes in manual and vocational training. This would require special equipment, but I believe the end fully justifies the expense. The vacant room in the High School building, designed for manual training, should be fitted up for this purpose. It could also be used by day school pupils and thus serve a double purpose. Such work, besides affording valuable training, would strongly interest a large number of boys, who now find little interest in the scholastic studies offered. Besides, there are many young men in our city, whose evenings are spent in loafing on the streets or in other questionable ways, who would be attracted to such classes. I hope the time is not distant when such opportunities will be offered.

SPECIAL REPORTS.

According to custom, the reports of the Principal of the High School, of the Evening School, and of the Special Supervisors are appended to and made a part of the Annual School Report. Further discussion of these departments is unnecessary and I allude to these reports

Gladys Ryan

566 Bway

13 yrs.

Novella

Report of Truancy and Absence.

Everett,19

....., residing at

No.....St., has been
absent from Room.....,School,

.....half days since

Total absence since Sept.....half days.

Please ascertain the cause and report upon
the following blank in writing.

.....Principal.

REPLY.

Everett,19

I find that the above Scholar has been
absent for the following cause :

.....Truant Officer.

NOTE.— A separate blank is to be used for each case investigated and a return rendered to the Superintendent as soon as possible.

simply to heartily endorse the same, and to express my appreciation for the highly satisfactory condition of each department.

CONCLUSION.

Says Superintendent Lull:—

“A superintendent wishes to see in his pupils and his teachers growth; he is ever looking for improvement; he feels his work a failure if he cannot discover signs of larger usefulness. It is not strange, then, that the annual reports on file in this office from nearly two hundred towns and cities sing the same song—a song of increased efficiency. It is not surprising that one sees what he hopes to see, for progress there should be—there must be; and yet the demands increase so much faster than the quality of the material on which the teacher works, or the ability of the teacher, that every year a broader preparation, a higher education, a greater natural gift for teaching, and a stronger physique are needed.”

Our teachers as a body are keenly alive to these increased demands, and are striving faithfully to meet every new obligation. The burden is heavy, and taxes to the utmost the strength and resource of every conscientious teacher, leaving little time for leisure and recreation. Yet she perseveres, hopefully, courageously, often unappreciatively, realizing that to do less would be false to herself and to the great task committed to her hands. Such teachers deserve our highest appreciation and gratitude, and should receive the largest possible reward.

The work of the past year is a matter of history, and the work of another year demands attention. I am sure that it will be the purpose of teachers, principals, supervisors and superintendent to render the largest possible service the coming year,—a year of substantial progress, I trust.

Respectfully submitted,

U. G. WHEELER,

Superintendent.

HIGH SCHOOL REPORT.

MR. U. G. WHEELER, *Superintendent of Schools*:

DEAR MR. WHEELER:—I hereby present the report of the High School for 1908.

Registration and Attendance:

During the year, 820 pupils have been registered in the High School and 697 in the ninth grade, a substantial increase over the registration of 1907. The attendance has averaged 94.96 per cent., for the High School, and 96.73 for the ninth grade.

While this is a slight increase over last year's record, the amount of absence is too great to be accounted for on the grounds of sickness or necessity. It represents not only a loss of school work, but failure to appreciate that promptness and regularity are the foundations of all success.

Class Dances:

Working in conjunction with parents and pupils, I have been able to restrict the school dances, which have been open to the public, in three ways: 1. By confining the number to three for the senior and two for the junior class; 2. By making the gatherings subscription affairs, where no tickets are sold at the door; 3. By eliminating smoking in the ante-rooms and other objectionable features. If desirable, I shall try to restrict still further these class functions.

A certain amount of healthy social activity is highly desirable for young people, but it may easily be carried to excess and become an unhealthy craving for excitement, detrimental alike to moral, physical, and intellectual welfare.

The changed conditions of home and social life in our country are largely responsible for the increased social

activity among young people at the high school age. Class meetings, parties, dances, club gatherings, church socials, and Y. M. C. A. entertainments too often form a round of pleasure which is fatal to interest in studies and necessitates late hours and irregular habits, which unfit for work and cause nervous breakdowns, often attributed to over-study.

This is a serious matter which High Schools all over the country are facing.

If some parents confess themselves unable to remedy a condition which they deplore, then it will be necessary for school authorities to act.

Athletic Field :

Through the interest of Mayor Bruce and other citizens, and the work of Mr. Herrick, President of the High School Athletic Association, our school hopes to have an inclosed field for its athletic sports. Options upon desirable land have already been secured, and, unless unforeseen obstacles prevent, the deal will soon be completed.

This will place the athletics of the school upon a better footing, and give that financial support that has proved so valuable in Somerville, Malden, Medford, Waltham, and other cities having inclosed fields.

Athletics :

Placing control of athletics in the hands of school authorities by the legislature has vastly improved conditions of interscholastic sport and eliminated many of the evils prevalent a few years ago.

High School athletics, properly conducted, are valuable to the school. They arouse and foster a strong school spirit. They give to the participant physical training, self-restraint, coolness in emergency, quickness of action, and best of all, respect for the other fellow. They teach him that the boy who finally wins out is he who is manly, careful of his habits, and plays the game fairly.

On the other hand, there is a tendency to overestimate physical powers, to make a hero of the athlete. The average boy has not balance enough not to be upset by this patting on the back and hero worship.

However, school athletics are comparatively new, and I believe that the time is coming when the student who wins a debate or takes high scholarship rank will receive as hearty recognition as he who wins a foot-ball game.

Criticism of the Public Schools :

The public schools of America are under fire. From magazines, newspapers, public speakers, and business men comes a constant stream of criticism; some of it absurd and unfounded, some of it sound and trenchant.

Much of it is destructive; very little constructive. There is danger that the destructive criticism may undermine public confidence in our public school system, before constructive criticism can remedy the defects.

Because the High Schools have proved the most expensive part of the system, and because much more has been expected of their students in the business world, the criticism against them has been sharpest.

That they are accomplishing much good, no fair man, conversant with their work, can deny; that there are many faults, is equally true. Consequently, the next ten years will see great changes in the High Schools. They must reach more people. They must do more for them. They must be more practical, more vocational, more thorough, more democratic.

There will be a wider difference in the High Schools, ten years hence, than exists to-day, for that High School will be best which best serves the particular needs of its own locality.

Questions to Graduates :

Acting on the desire to secure a comparison of the commercial value of a Grammar School and High School

education, and to secure points of assistance in dealing with our students, I sent letters of inquiry to all who could be reached of the graduates of the Grammar School classes of 1896 and 1900, who had not entered the High School, and to all of these same classes who had been graduated from the High School, four years later. Those pupils who had entered the High School from these classes, and had left before graduation, were disregarded.

The questions to Grammar School graduates were as follows :

1. What educational institution did you attend after leaving the Grammar School ?
2. Why did you not enter High School ?
3. Had there been industrial classes in the High School, *i.e.*, in carpentry, wood-turning, machine-shop practice, and household arts, would you have entered ?
4. For how many firms have you worked since leaving school ?
5. What is your present occupation ?
6. What is your weekly salary or income ?

In addition to questions 1, 4, 5 and 6, above, the High School graduates were asked :

7. Had there been industrial classes in the High School, *i.e.*, in carpentry, wood-turning, machine-shop practice, and household arts, would you have been better prepared to secure a livelihood ?
8. From your experience as a student, can you make any suggestion of changes which would be helpful to future pupils ?

No signatures were asked for ; therefore, the replies were generally full and frank. Enough answers were received to make comparisons fair and deductions general. The answer of one Grammar School graduate to question 2 is typical of a majority of the replies : "Through an erroneous notion at the time the writer graduated from

Grammar School, he did not consider a High School education as essential to success in the business world."

The answers to question 3 by Grammar School graduates show that about one-half who failed to go to the High School would have entered, if industrial training had been offered.

The average Grammar School graduate has worked for five firms since leaving school, while the High School graduate of the same class, has worked for three.

The replies to question 4 show a much larger percentage of Grammar School graduates in subordinate positions, where advancement will be slow, than is the case with the High School graduates.

In comparing the average weekly salary, or income, it should be remembered that the Grammar School graduates of 1896 have been at work twelve years, while the High School graduate of the same class has been at work eight years, and those High School graduates who went to college, have been in business or profession but four years.

In other words, the Grammar School graduate has four years advantage over the High School graduate and eight years advantage over the college graduate in building up an income. The same is true, of course, of the graduates of 1900. In the last case, the college graduate has had but six months in which to place himself.

Below are the average salaries of High School graduates of the two classes :

Class of 1900 :		
Men	.	\$28 67
Women	.	13 00
Class of 1904 :		
Men	.	\$22 59
Women	.	12 31

In this connection, it is interesting to note that the female graduate of the High School, who has been at work for eight years, is earning but little more than she who has been out of school for four years. I think that

this may be accounted for by the fact that the Commercial Course was new and crude, eight years ago, while it was much stronger in 1904. Indeed, all of last June's graduates, who understood stenography, quickly secured positions, and double the number could have been placed. The average salary of these young ladies of the class of 1908 already exceeds \$7.29 per week.

While the replies from the Grammar School graduates are fairly full, the number will not warrant a comparison that will be accurate and fair. However, these replies seem to indicate that the earning capacity of the Grammar School graduate of the first class is about \$3 less for men, and \$2.34 less for women, while for the second class it is \$4.31 less for men, and \$3.31 less for women, than of the High School graduate of the same class.

From the above comparisons, it would seem that the High School graduate has more avenues of business open to him, selects his work with greater care, and, therefore, makes fewer changes, has a larger earning capacity and a better business standing.

A fairer comparison would be that of the Grammar School graduate of the second class with the High School graduate of the first class. In this case, each has had eight years in which to establish his business position. Such comparison shows that the High School graduate receives \$10.39 more per week, or \$540.28 yearly, for males, and \$4 more per week, or \$208 yearly, for females, than does the Grammar School graduate. This seems to establish the fact that the High School has a direct commercial value which can be estimated in dollars and cents.

The replies to question 7 indicate that 34 per cent of the High School graduates believe that industrial training would have aided them in securing a livelihood.

The replies to the last question are interesting and helpful, for they fairly represent the failure of the school to give to its students some of those things which they have needed in business and social life.

About one-half declare in favor of classes in industrial training. The following quotation is typical: "While I feel very grateful to the Everett High School for the preparation it gave me, and, while I am proud of its excellency in fitting for college, I would be very glad to see it turn more fully to the needs of those who constitute its majority, that is, those who wish to earn their livelihood immediately.

I think that if there were some training in mechanical arts, a boy might be brought to see that a trade might become an art, and it might show to him an adaptability for work for which he might prepare himself by practical experience."

This brings me to my last and most important topic,

Technical Training:

I discussed this question so frequently in various places last year, that I shall not repeat my argument here. I am to-day more than ever convinced of its value. We are bound by every consideration to give to each student in our schools, whether it be the five-year-old in the first grade, or the mature wage earner in the evening classes, the very best that we can command. Why should we not train the hand at the same time we are training heart and brain? A large majority of our school children must make their way in the world by the skill of their hands. Then why should they not have larger opportunity of acquiring such skill in the public schools, and by such means, adding to their stock of economic value and efficiency?

There is a waste of time and energy in our High and evening schools to-day which, if allowed in a factory or any business corporation, would bankrupt it in less than a year. There is the constant attempt to fit round boys into square holes, to drive them through subjects for which they have neither the ability nor the inclination, and there follows, of necessity, the consequent pitiful failures. Give to the boy who cannot, or will not, master

his Latin, French or Philosophy, in which he can see no value, an opportunity to express himself in industrial arts, in which he can see a direct value, and you will lessen the failures by one-half.

Give to the wage earner in your evening school, an opportunity to increase his mechanical skill, or to study something that bears directly upon his trade, and you will increase the value of your school ten fold.

One thing, however, must be remembered: Industrial training will never prove an educational cure-all. Human limitations in ability and desire must be reckoned with. There will still be failures in your High School, just as boys with the finest home training and surroundings sometimes go wrong. There will still be failures among your wage-earning pupils in the night school, just as there are failures among men in the finest organized corporations or the best conducted shops. But the number of those who succeed will be greatly increased.

It is not necessary to make a large expenditure of money to start this work. After the start, the growth will be natural, and the work should be extended only as there is a demand for it.

I renew my recommendations of last year.

Recommendations:

I respectfully suggest that the larger basement room be divided and benches and lathes be installed in one part, for joinery and wood-turning, and that the other part be fitted for machine-shop practice. I suggest also, that the smaller basement room be fitted for forging and metal working, and that one of the rooms above be fitted for cookery.

This work can be started on an expenditure of about \$3,000, and will provide for the establishment of classes in the High and evening schools.

Respectfully submitted,

WILBUR J. ROCKWOOD.

REPORT OF MUSIC TEACHER.

MR. U. G. WHEELER, *Superintendent of Schools*:

Dear Mr. Wheeler,— Since our musical journey of the past year has been practically the same as in former years, my report will deal with the means rather than the end, for it is generally conceded, the better the means, the better the end.

The grade teacher is the means through which the child is educated in music. Coming, as she does, into daily contact, and knowing each pupil individually, she can work to a better advantage. This, of course, presupposes a knowledge of the rudiments of music and the ability to impart to others that which she already has, in such a manner as to secure attention, and, at the same time, create a desire to know more than can be given in the daily lesson of fifteen or twenty minutes.

True education includes two distinct processes, getting and giving, and if a teacher has not attained the first, how can she give expression to the second? This has been the burden of my song in past reports, and although there is gain in this direction, occasionally I find a new teacher unable to *give* musical instruction, because she has not *received* any. Just at this point, a critic will ask, “Why do *you* worry; is not that what you are paid to do?” My answer is, What is going to happen in the upper grades, while the new teachers are acquiring the necessary information? Far different would be the situation, were the subject under consideration, the multiplication table or the civil war. Musical attainments are slow of growth, except in cases of genius, and unfortunately very few candidates are thus classified.

An attempt has been made to avoid possible hindrances to classes by securing only such teachers as have proved their musical ability by teaching or in an oral test, and, although the latter may be satisfactory, I regret to say it is not safe to assume that all will succeed in teaching.

Am pleased to report a gain as the result of individual work in primary grades, and, although I am deeply indebted to all of our teachers, I think those employed in upper grades would join with me in approval of the painstaking repetition of our primary teachers, which lays the necessary foundation for advanced work.

Many thanks are due those who by word or deed have endeavored to give music the prominence it so richly deserves.

Very cordially yours,

ALBERT S. COLBURN,

Supervisor of Music.

REPORT OF THE SUPERVISOR OF DRAWING.

MR. U. G. WHEELER, *Superintendent of Schools*:

In accordance with your request I present the following:

Few radical changes are made in the course of study, and yet there are a few minor changes from year to year.

In the primary grades more work is done by cutting than formerly. This work develops the immature mind much more quickly than work with the pencil. The same subjects are illustrated by cutting and by drawing, thus giving variety to the work, which little children need. Still another reason for the cutting is that some children can cut what they cannot draw, while others do better in the drawing, thus giving each pupil a chance to excel in some direction.

Since it has been found that crayons can be used successfully on cloth, stencil work has been tried. This work we plan to continue, for it seems more profitable to make the work in design applicable to some particular object than merely to try problems which can not be used.

Designs for collars and sofa pillows were made in the eighth grade. These designs, after being drawn or painted

upon the cloth, were turned over to the sewing department to be finished.

The cover paper furnished for the composition booklets in the seventh, eighth, and ninth grades is much appreciated. The pupils take greater interest and pride in making a beautiful piece of work that may be taken home.

In June an exhibition of the work in sewing, manual training and drawing was held in the hall of the Horace Mann School. The aim in this exhibition was to show the course of study in drawing. Some duplicates of the different subjects were necessarily shown since every class in the city was represented.

During the summer I attended the International Congress of Art Teachers in London. There school work was exhibited from all the countries of Europe and America. The work in the primary grades, on the whole, did not vary much from work done in this country; but in the grammar grades, much of the work done in the European schools showed greater skill in the use of the pencil and the brush, one reason for this being, that on the other side of the water, much more time is devoted to drawing than in this country. European governments realize how many branches of trade depend, for their success, upon a knowledge of drawing and designing. They believe, that not only must the artisan be trained to make beautiful objects, but that the purchaser must be trained to appreciate the beauty in the articles created.

I wish to thank all teachers who work so faithfully, and also those in authority for their hearty support:

Respectfully submitted,

GRACE ELLIOT.

REPORT OF MANUAL TRAINING TEACHER.

MR. U. G. WHEELER, *Superintendent of Schools* :

From year to year the problem before us changes little. "What can we do to prepare boys for life?" The answer this department tries to make is, "Give them skill with their hands to do the will of their brains. Make them familiar with the right use of tools and materials. Teach them to neither abuse the one nor waste the other, to think, and to act because they *have* thought, to comprehend and to desire the best and pay its price of willing effort." The exhibition held at the Horace Mann School last June well showed the material result.

The fifth grade exhibited a series of articles of cardboard planned to develop strength and control of the hand muscles, and to include a knowledge of the divisions and use of the ruler and a perception of straight, true edges and square corners.

In the sixth grade, a course in whittling is given. When eight models had been well made, the grade teachers were allowed the option of continuing the course assigned or of taking up the problem of dolls' furniture. Enthusiasm for this problem was beyond all expectation. Interest, effort, individuality, ingenuity, observation, sense of proportion, comparison and skill were all maximum. Standard of workmanship increased as appreciation of that quality was observed in the real things to be reproduced in miniature.

"I doubt if you can do that well enough" was an inspiration, not a discouragement. The old saying "Try, try again" was not spoken, but lived. Because a desired construction was difficult, its achievement was a victory. In many cases these victories were steps in character building.

From the seventh grade, working drawings and simple, well made models told their own story of the foundation for another year's increase in skill.

Among the work of the eighth grade, besides the regular course of prescribed models, were individual projects (a hand press, set of telegraph instruments, model yacht, cord hammock, etc.), that indicated a healthy growth of conscious individual expression.

Because of the increased number of boys in grades seven and eight, the time devoted to manual training for each class has been shortened one half hour per week.

One hour per week is devoted to a special class drawn from the city at large. These are boys below the sixth grade who are above the average age of their grade and to whom the privilege of this hour is an incentive for increased effort in other studies, and to whom success manually imparts a self-confidence this type of boy usually needs.

I am glad of this opportunity to thank the grade teachers for their interest and co-operative effort, and the Superintendent and School Board for their kindly appreciation and support.

Yours respectfully,

MERCY W. SANBORN.

REPORT OF SEWING TEACHERS.

MR. U. G. WHEELER, *Superintendent of Schools* :

In accordance with your request we present our annual report for the year ending nineteen hundred and eight.

Sewing is taught from the fifth to the eighth grades inclusive.

Time allowed for a lesson should be at least one hour a week ; but on account of extra classes, it has been necessary to reduce some of the lessons to three-quarter hour time.

Samplers are made by the girls in the fifth and sixth grades, teaching the various stitches, and methods of join-

ing two pieces of material, ways of patching, strengthening openings, use of facings, and the trimming and making of underclothes.

Application : Pillowcases and undergarments.

Seventh grade girls are taught buttonholes, stocking darning, and the cutting and making of a miniature skirt, coat, and shirt waist.

Much interest has been shown by the girls in this work, and it has proved a great help to them in their eighth grade work.

Eighth grade work consists of the use of paper patterns, the cutting and making of children's dresses, simple muslin dresses, and other practical garments.

After completing one of these articles, the girls are permitted to do simple embroidery.

Last year they embroidered the pillow tops which had been designed and stenciled by them.

Most of our work is individual, so that each girl may advance as rapidly as she is willing to devote time to her work.

In closing, we wish to thank the Superintendent and the principals and teachers for their kindness and help at all times.

NANNIE G. BURNHAM.

FLORENCE G. BRAGAN.

REPORT OF EVENING SCHOOLS.

MR. U. G. WHEELER, *Superintendent of Schools* :

I respectfully submit, in accordance with your request, the following report of the Evening School. In the appended table will be found facts regarding registration and attendance for the past year and also for the fall term of the present year.

YEARLY SUMMARY.

	Enroll- ment.	Average Mem'ship.	Average Attend'ce.	Per cent Attend'ce
Elementary Class 1	60	46.39	33.96	73.21
Elementary Class 2	42	35.56	25.82	72.61
Elementary Class 3	36	31.10	24.96	80.26
Bookkeeping	58	32.16	21.80	67.79
Stenography	93	53.50	38.19	71.38
Mechanical Drawing	38	27.63	21.38	77.38
Civil Service	31	23.42	19.14	81.72
	<u>358</u>	<u>249.76</u>	<u>185.25</u>	<u>75.78</u>

FALL TERM.

	Enroll- ment.	Average Mem'ship.	Average Attend'ce.	Per cent Attend'ce.
October	362	348.00	294.00	81.60
November	366	342.57	263.03	76.70
December	330	312.78	223.29	71.30

The Evening School is for the benefit of those who, by reason of limited opportunity in early life, had not the equivalent of a common school education, or, having that privilege, neglected to improve it.

In the course of study prepared for the Elementary classes, there is given to them a splendid opportunity either to make up for the lost privilege or to avail themselves of a course of instruction which they never had.

In the Bookkeeping and Stenography classes, opportunity is given to those who have finished the grammar grades, for instruction in studies which would have been gained had they entered the High School.

The Mechanical Drawing offers a splendid chance for the trade worker, to enable him to advance more rapidly and to a higher position in his chosen work, than he possibly could attain without such knowledge.

A Civil Service class has also been formed and equipped at quite an expense, to afford those who may desire an opportunity to either fit themselves to enter the Civil Service, or being therein, to advance to higher grades, by preparing them for the various examinations which are given in these several grades. There has been placed in

the hands of the members of the class, a complete set of books containing model questions and problems such as might be found in a Civil Service examination. This equipment is not equalled by many evening schools and surpassed by none. The work which is being accomplished this year seems to be the best of any with which I am acquainted.

The attendance is larger and the per cent of attendance better than that of previous years. The spirit shown is very good, the number of those who are attending for what the school can give them being larger than ever. We realize that the work accomplished can only be directly proportional to the work which the individual applies, and we feel that there are more attending this year who are here for business and business only. I trust that in another year a larger course of instruction may be added to the present courses. The only objection can be the expense attached thereto; but I am sure, should you feel that the results justified that expense, it would be willingly granted.

The fact that only trained teachers are employed in the evening school should lead every one who has the desire, to take the time to finish his education if in early life he has not had that opportunity. He may receive the same instruction, under the direction of the same forces that make for the education of the young in the day school. He has in music the advantage of the direct teaching of the supervisor, and excellent results have been obtained with those who are learning the elements as well as with those who are more advanced.

The members of the Evening Classes should be congratulated on the privilege which is allowed them for bettering their condition, whatever it may be.

The faithful work of the teachers needs no encomium, as the results prove the work.

Respectfully submitted,

HENRY H. HARRIMAN.

REPORT OF TRUANT OFFICER.

MR. U. G. WHEELER, *Superintendent of Schools*:

The following is the Truant Officer's report for the year ending December, 1908 :

Number of cases investigated	.	.	993
Number found to be truants	.	.	138
Number taken to court	.	.	1
Number sent to Truant School	.	.	1
Children taken from the street and put into school	.	.	23

Respectfully submitted,

GEORGE M. HUNTLEY.

GRADUATION EXERCISES
OF THE
CLASS OF 1908, EVERETT HIGH SCHOOL,
HIGH SCHOOL HALL,
Thursday Evening, June 25th, at eight o'clock.

PROGRAM.

Entrance of Class. March: In the Lead *Thomas*
ORCHESTRA.

Prayer
REV. FRED M. ESTES.

Chorus: Recessional *De Koven*

Salutatory, with Essay: Leaves of Laurel
DOROTHY RUSSELL ENTWISTLE

Presentation of Class gift
ERNEST WALTER DAVIS

Acceptance for the School
MERRITT VERKES HUGHES, '11

Chorus: The Miller's Wooing *Fanning*

Announcement of Honors
HIS HONOR, MAYOR BRUCE

Class Poem
EMILIA LAPATTE HAHN

Quartet: The Serenade *Schubert*
Violin obligato by RAYMOND CELDEN FOSTER

Valedictory Essay: "Tales Old and Often Told"
ESTHER CELIA MARSHALL

Chorus: Pilgrim's Chorus, from Tannhauser *Wagner*

Address
FREDERICK E. JENNINGS, ESQ., class of '96

Chorus: Achieved in the Glorious Work *Haydn*

Presentation of Diplomas
MR. GEORGE E. HUNT, Chairman of School Board

Exit of Class. March: The Night Before *Francenz*
ORCHESTRA.

GRADUATES.

Jeanie Guthrie Allan
 Charles Joseph Allanbrook
 Harry Preston Allen
 Marion Follett Bean
 Ethel Vivian Blount
 Marjorie Rose Booth
 Henry Adie Briggs
 Diman Horton Coggeshall
 Alice Mae Connolly
 Vera Blanche Corliss
 Mabel Cynthia Cram
 Ernest Walter Davis
 Emma Florida Deshon
 Bessie Agnes Dowling
 Dorothy Russell Entwistle
 Lillian Christina Estes
 Katherine Marie Feely
 Herbert Randolph Fitzmaurice
 Raymond Celden Foster
 Ralph Stanley Frellick
 Martha Fuglestad
 Maude Estelle Frye
 Lena Frances Fuller
 Laura Alston Gardner
 Elizabeth Bernadette Griffin
 Emilia Lapatte Hahn
 Everett Leroy Hanna
 Helen Lelia Harvey
 Walter Francis Harvey
 Annie Priscilla Herne
 Bertha Prince Herrick
 Helen Hilton
 Lillian Maude Holt
 Ethel Annas Hunter
 Grace Marguerite Lakin

Raymond Henry Lane
 James Leslie Larkin
 Eli Mannus Libbman
 Mary Odion Lovell
 Margaret Helen MacLeod
 Helen Bosson MacNeil
 Mabelle Margaretta MacSparrow
 Esther Celia Marshall
 Arthur Arnold Martin
 Calla Josephine Matson
 Isabel Anne Miller
 Lydia Rose Morton
 Florence Rose Mullin
 Arthur Taylor Nichols
 Ethel Nichols
 Raymond Wesley Noon
 Katherine Elizabeth O'Connor
 Josephine Leslie Pollard
 Vera Louise Putnam
 Beatrice Eugenia Sauer
 Christabel Elissa Sawin
 Herbert Thomas Schoppelry
 Nellie Halloran Shea
 Amasa Poole Sherman, Jr.
 Isabel Mary Smith
 Edward Harrison Steele
 Lewis Edwin Sterling
 Marion Foss Stevens
 William Millgrove Strong
 Margaret Evelyn Taylor
 Corinne Lee Thies
 Alfreda Annie Veazie
 Vera Marie Warren
 Inez Hope Yates



SPECIAL COURSE.

Frank Joseph Leo Brauer
 Walter Martin Copeland
 Russell Hobbs

Leda Catherine Manning
 Dura Wadsworth Nason
 George William Poole

Francis B. W. Small



POST GRADUATES.

Marion Adelaide Green
 Laura May Lewis

Willard Price Lombard
 Helen Frances Nichols





HONOR PUPILS.

SENIOR CLASS.

Jeanie Guthrie Allen, Esther Celia Marshall.

JUNIOR CLASS.

Olivia Moore, Elizabeth Frances Rosenthal,
Sadie Mildred Taylor.

SOPHOMORE CLASS.

Mary J. Canty, Harriet Bartlett Davis,
Violet Baker Marshall, Lucy Arnette Seavey,
Margaret Louise Shea.

FRESHMAN CLASS.

Andrea Emma Berg, Marion Kelly,
Clyde Roy Chandler, Dorothy Lee,
Merritt Yerkes Hughes, Emma Roud.

PERFECT ATTENDANCE.

SENIOR CLASS.

Arthur Martin, 8 years, Lena Fuller, 4 years,
Ethel Blount, 5 years, Francis Small, 4 years,
Nellie Shea, 1 year.

JUNIOR CLASS.

Ruth Corbin, 9 years, Marion Damon, 1 year,
Chester Ridpath, 4 years, Arthur Landry, 1 year,
Evelyn Swanson, 3 years, Mildred Lovegren, 1 year,
Gunnar Anderson, 1 year, Marion Mahr, 1 year,
Norman Nichols, 1 year.

SOPHOMORE CLASS.

Two Years.

Gertrude Bachelder, Harold Locke,
Evelyn Covey, Ralph Locke,
George Hathaway, Rosette Silva,
Arthur Thurston.

One Year.

Margaret Allen,	Elizabeth Hopps,
Everett Armington,	Violet Marshall,
Edith Booth,	Nina Mussells,
May Dibbins,	Lucy Seavey.

FRESHMAN CLASS.

Retta Wilson, 6 years,	Marion Churchill, 3 years,
Dorothy Lee, 5 "	Mildred Jenkins, 2 "
Robert Lybeck, 5 "	Arthur Leonard, 2 "
Hans Sandburg, 5 "	Katherine Nason, 2 "

One Year.

Mary Bather,	Robert Munroe,
Paul Currier,	Lucille Page,
Eva Dimick,	Francis Parkhurst,
Albert Foden,	Olive Roberts,
Charles Gordon,	Emma Roud,
Hazel Halfrey,	Edith Snow,
Annie Herald,	Gertrude Swift,
Bertha Higgins,	Olive Taliaferro,
Merritt Hughes,	Edna Taylor,
Clara Leighton,	Lester Thatcher,
Merlice Marston,	Mildred Whitman.

GRADUATION EXERCISES
OF THE
CENTRE and LINCOLN GRAMMAR SCHOOLS
EVERETT, MASSACHUSETTS
HIGH SCHOOL HALL,

Wednesday Evening, June 24, 1908, at eight o'clock.

PROGRAM.

Entrance of Classes

Prayer

REV. A. H. BARRINGTON

Address of Welcome

HENRY NASH

Chorus: Song of Freedom *Wilson*

Recitation: Vain King *Van Dyke*

MABEL SEAVEY

Chorus: The Two Grenadiers *Schumann*

Patriotism in Song

MARION SPENCER

Our Foreign Policy *Henry Cabot Lodge*

CHANDLER B. GARDNER

Violin Solo: Scene De Ballet *De Beriot*

DEANA MORRIS

Chorus: Who Knows What the Bells Say? *Parker*

Reading: The Chariot Race *Wallace*

DORIS BEALS

Chorus: Unfold Ye Portals. From the Redemption *Gounod*

Presentation of Diplomas

March: Selected

CENTRE SCHOOL

LINCOLN SCHOOL

Motto: Triumph through Toil Motto: Duty Determines Destiny

Color: Rose

Colors: Green and White

GRADUATES.

CENTRE SCHOOL.

*Lester Ernest Archibald
 David J. Barry
 Harriett Catherine Barnes
 Helena M. Bennett
 Ruth M. Bennett
 Mabelle M. Brown
 Catherine T. Chapman
 Rena G. Chisholm
 Elizabeth A. Danahy
 Annie Diver
 Hazel Wheeler Fisher
 John Fraser
 Raymond Graham
 Frederic James Gibson
 Marion Ruth Hart
 Ruth Dwitte Harris
 Lydia Ellen Humphreys
 Frederick James Jackson
 Fred A. Kittredge, Jr.
 Viora Blanche Lovette
 Elizabeth McLean

Oktave V. Morton
 Deana Morris
 Margaret Mary Murphy
 Annie Josephine O'Keefe
 Alice Gertrude Powers
 *Helen Marjorie Price
 *Margaret Veronica Regan
 *Clara Isabelle Risdon
 *Allen Tucker Rogers
 Reginald D. Schloesser
 Mabel M. Seavey
 Harry Prentiss Smith
 *Edwin Somers Stevens
 Frances J. C. Straw
 Jeremiah Joseph Sullivan
 Rollins Alonzo Waltz
 Enid May Watson
 Olive Matilda Werner
 Spencer Austin White
 Tinie B. Zweigenbaum

LINCOLN SCHOOL.

Gordon E. Goss
 Evelyn Pendelton Jackson
 Theodora Jackson
 Chester B. Leathers
 Emmons MacQuarrie
 Evangeline V. Moore
 Samuel Taylor Moore
 *George Paul Morando
 *Louis Morando
 *Anna Luella Muchmore
 Gladys Naramore
 *Henry Lamb Nash
 John B. Nordgren
 Ernest Hale Newton
 George Emmet O'Brien
 Nellie Perlis
 *William A. Pierotti
 Harold Rood
 *Ernest S. Sawyer
 Ralph M. Sawyer
 Marguerite M. Shoppeltry
 Marian Louise Spencer
 Florence Elena Straight
 Mary Elizabeth Swan
 Josephine C. Sweeney
 Ethel Louise Tilton
 Emily Charlotte Young
 Renato John Vinchesi
 Harry P. Ward
 Blanche Wilson
 Benjamin Bailey
 *Harry L. Barwick
 Doris Dana Beals

*Dorothy W. Bigelow
 David Ira Billings
 Madeline Cecilia Brady
 Lizzie James Bray
 William Russell Brennan
 *Arthur Howard Brown
 Maude Josephine Casler
 Frank A. Clement
 Joseph James Coffey
 Lillian S. Crombie
 Robina M. Crombie
 Herbert Wilbur Dimick
 Beatrice Mae Dockum
 Edward Everett Dockum
 Celia C. Del Gratta
 Russel Thomas Dow
 Marguerite A. Fisher
 Chandler B. Gardiner
 Mary Agnes Gillis
 Margaret Celicia Green
 Inez R. Harrison
 *Clara E. Helrich
 Nora A. Hickey
 Justin G. Holt
 Emmons Berton Hill
 Ruby K. Jackson
 Hazel R. Johnson
 Walter George Johnson
 Leslie G. Kendall
 Gladys M. Larkin
 Frederick C. Larson
 Samuel J. Lombard
 Bertha Luella Love

* Perfect Attendance

GRADUATION EXERCISES
OF THE
HALE and WEBSTER GRAMMAR SCHOOLS
EVERETT, MASSACHUSETTS

HIGH SCHOOL HALL,

Monday Evening, June 22, 1908, at 8 o'clock

PROGRAM.

Entrance of Classes

Prayer

REV. G. G. HAMILTON

Address of Welcome

JULIUS HAMBURG

Chorus : Song of Freedom *Wilson*

Piano Duet: Polish Dance *Scharwenka*

NEWMAN COHEN, ARTHUR TORNUQUIST

Chorus: The Two Grenadiers *Schumann*

Essay : A Retrospect

MAY THEODORA DEEKER

Violin Selections: (a) Romanza From Mignon *Sanford*
(b) Entre' Act Gavotte *Thomas*

HELEN S. WASGATT

Chorus: Who Knows What the Bells Say? . . . *Parker*

Oration: Massachusetts *Henry Cabot Lodge*

HAROLD C. SCHUMANN

Chorus: Unfold Ye Portals. From the Redemption *Gounod*

Presentation of Diplomas

March : Selected

EDWARD EVERETT HALE
SCHOOL

WEBSTER SCHOOL

**Motto : Character is Higher than
Intellect.**

Motto: I Seek the Truth.

Intellect.

Colors: Brown and White.

Color : Yale Blue.

GRADUATES.

EDWARD EVERETT HALE SCHOOL.

*John R. Kennerly	Helen E. Young
Alfred S. Knight	Catherine W. Adams
Clifford O. Knight	Elmer Forest Allen
*Cedric C. Lee	Pearl Violet Aker
*Arthur W. Lundstedt	Maurice Barzelay
*Ebba I. Lundstedt	Louisa Elmer Bean
William H. Maine	Leslie William Bean
*Florence E. McNulty	William Birtwell
*Helen McNulty	Archie Carl Borlin
*Ida P. McKenzie	Albert Verner Bratt
Edith Miller	Grace Bell Burden
Lillian P. Morcombe	Charlotte May Cahill
G. Maude Morse	Marion Campbell
Hilton E. Page	Hester Fossett Carter
Gertrude M. Palmer	Grace Viola Chute
*Walter Pingree	Newman Cohen
*Roy C. Powers	Annie Margaret Danforth
Sanford B. Price	Helen Gertrude Earl
Floy D. Rector	Blanche Winifred Fish
Nellie M. Russell	Minnie K. Fredrickson
Harold C. Schumann	Harry Gilman
Annie G. Seidel	Frank S. Goldsmith
*Lee G. Simonds	*Conrad Elmer Greenquist
*Guy C. Spinney	*Frances Ruth Greenwood
*Helen V. Spinney	Harry Vander Halen
*Philip R. Stedman	Julius Samuel Hamburg
Bessie May Strong	Leslie Ommun Hanson
Eva F. Strong	*Arthur Simpson Harding
Helen H. Sullivan	*Ethel Harring
Hazel M. Towner	George Albert Helrich
Clarence G. Vanhon	Charles Raymond Herald
Helen S. Wasgatt	Gladys Viola Hinckley
Harold S. Wentworth	Ralph George Howes
Robert W. Wheeler	Roxy May Howes
*Miriam C. Whittier	Franklin Thomas Jarvis

Mabel Frances Jordan.

WEBSTER SCHOOL.

Bert Eldridge Allen	Zilla Francis Mace
Warren Henry Bennett	John Francis Manning
Clyde Cecil Clerke	Hazel May Newton
Therese Chertoff	Beatrice Emma Neal
Bertha Miriam Card	Effie Viola Poole
May Theodora Decker	Nina Estella Porter
Florence C. Donahue	Oscar Poulson
Edward John Ford	Miriam Scott Rice
Jeremiah Albert Falvey	Olga Kitrina Seaberg
Arthur Quincy Guilfoil	Ralph W. Sedgley
Jessie May Gray	Ella Emily Snow
Frank Walter Harvey	Walter Irving Stearns
William Albert Harrison	Lillian Mardell Towle
*Horace Herbert Jones	Blanche Viola Tornquist
Sigrid Johanna Johnsen	Arthur Oswald Tornquist
*S. Hazel Kelley	*Alden Reed Udall
Freda Albie Malone	*Lena Elizabeth Westcott

Alice Mae Washington.

* Perfect attendance.

GRADUATION EXERCISES

OF THE

HORACE MANN and WARREN GRAMMAR
SCHOOLS

EVERETT, MASSACHUSETTS

HIGH SCHOOL HALL,

Tuesday Evening, June 23, 1908, at eight o'clock.

PROGRAM.

Entrance of Classes

Prayer

REV. A. JUDSON HUGHES

Address of Welcome

MATTIE ORDWAY

Chorus: Song of Freedom *Wilson*Reading: A Woman Inquiring for the train *Fiske*

BERTHA FORD

Vocal Duet: Merry June *Vincent*

ROSAMONDE WILDER, LOIS REED

Chorus: The Two Grenadiers *Schumann*Clarinet Solo: Traumerei *Schumann*

ALBERT FAZIOLE

Reading: Franz and the Prima Donna *Wells T. Hawkes*

BELDEN BLY

Chorus: Who Knows What the Bells Say *Parker*Violin Solo: "Morceaux De Salon" *Herman*

GEORGE GRAHAM

Chorus: Unfold Ye Portals. From the Redemption *Gounod*

Presentation of Diplomas

March: Selected

HORACE MANN SCHOOL

Motto: Not for Ourselves Alone.

Color: Harvard Crimson.

WARREN SCHOOL

Motto: Know Thyself.

Colors: Purple and White.

GRADUATES.

HORACE MANN SCHOOL.

*Lillian M. Allanbrook
 Annie Catherine Almeda
 Jacob Alkon
 Daniel H. Anderson
 Helen Marie Baker
 Edith Mae Barnaby
 Grace Gertrude Billman
 Belden Gerald Bly
 Adell Bolde
 *Lillian R. Buxton
 Harold L. Cameron, Jr.
 Anna M. E. Carlson
 *Florence Claff
 *Helen E. Clayton
 Herman H. Clayton
 Walter Coleman
 Mary Hayden Collins
 *Bessie E. Doherty
 Marjorie Dana Dunton
 Margaret Ellen Durant
 Isaac Escor
 David Fisher
 *Bertha Campbell Ford
 George Henry Gale
 Charles E. Glazebrook, Jr.
 John Hazen Goodwin
 Harriett Gould
 George Robert Green
 Eugene Hayes
 *Susie R. Hogaboom
 Gertrude Hulme
 Florence Marie Jameson
 *Nellie Agnes Judge
 William Harold Jones
 William Kelley
 Frank Lincoln
 Ashley Nutt
 Irving T. Harvender

Lillian Drake Loring
 *Mary Ellen Lougee
 *Elsie Lovegren
 Owen Joseph Matthews
 Margaret Manning
 Martha Ethel McArthur
 Daniel John McLane
 Margaret H. McShane
 Edith Irene Mayo
 Arline Frances Maxwell
 Gwendoline Middleton
 Florence Hazel Miller
 Gertrude Mary Mirley
 Clara Niles Moorhouse
 Mattie Crocker Ordway
 Ethel Louise Osgood
 *Roger Merrill Peabody
 Lois Jane Reed
 Fred Brown Robbins
 *Claire E. Rockwood
 *Charles Roud
 Nellie Margaret Ryan
 Hazel Estella Searle
 James Andrew Smith
 Charles Robert Soar
 Carl Weston Staples
 Frances B. Stormont
 Anna Christina Sullivan
 Frank Waldron Thomas
 *Earl Pierce Tyler
 Emanuel Van Dernott
 Roger Keating Vaughan
 George R. Whittier
 *Gladys Hersey Wiggin
 Rosamonde Wilder
 Alice Wolff
 Rosamond E. York

WARREN SCHOOL.

Mary Margaret Bergin
 Florence Agnes Brown
 Bessie Cameron
 Eleanor Jane Chambers
 Esther Alice Cochrane
 Clara Lillian Collins
 William A. Collins
 Mary Ellen Convery
 Grace Katherine Day
 Henry Putnam Dibbons
 Mary Elizabeth Everett
 Alberta Maria Fazioli
 Charles Freeman
 George Forrest Graham
 Irene M. Grant
 Elmer Kenneth Hanna
 Clara Jane Herbert
 * Perfect attendance

*Theresa Frances Holland
 Gertrude S. C. Hureau
 Marion A. Hyland
 Irene Kelley
 Daniel Luciano
 *Alfreda Caroline Lyon
 John Edward Mackey
 Irene E. McCarthy
 Mary M. McGonagle
 Margaret A. McKeown
 Mary Elizabeth Mitchell
 William Henry Parsons
 Bessie Polsky
 Annie Josephine Post
 William J. Shea
 Harriett Annie Willgoose

PUPILS NOT ABSENT OR TARDY DURING
THE YEAR.

ADAMS SCHOOL.

GRADE IV.

Clara Olsen,	Susan Murphy,
Barnabus Lovette.	

GRADE III.

Lucy Cassilli,	Louise Menzies,
Laura Griffin,	Ernest Lewis.

GRADE II.

Thomas Higgins,	John Doyle.
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CENTRE SCHOOL.

GRADE VIII.

Beatrice Delorey,	Estella Lovett,
Edgar Marshall,	Carrie Spinney,
Emily Sheridan,	Mary McGinn,
Mabelle Rogers,	Louis Anderson.

GRADE VII.

Raymond Churchill,	William Lovett.
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GRADE VI.

William Sayles,	Willard Spinney,
John Quigley,	Lillian Carter.

GRADE V.

James McGinn,	Florence Olsen,
Charles Hill,	James Foley,
Charles Downs,	Lucy Park.

CITY OF EVERETT.

DEVENS SCHOOL.

GRADE VI.

Roy Dorrity, 6 yrs., Thomas Grantham, 2 yrs.,
Hazel McQuarrie, 2 yrs., Thomas McCormack, 3 yrs.,
Dorothy Shann, 2 yrs., Lillian Yetter, 3 yrs.,
Gertrude Smith.

GRADE V.

Clara Josephine Rood, 2 yrs., Merle Ware,
George Morgan, 2 yrs., Katherine Agnes Kelley,
Madeline Mulloy.

GRADE IV.

Ella Marks, Edwin Stickney,
Bernice Corey.

GRADE III.

Harry Nickerson, J. Wendell Butt,
Arthur Chadbourne, 4 yrs., Edith J. Landry,
Alice Murray, 2 yrs., Evelyn G. Carlin,
M: Louise O'Brian.

GRADE I.

Lillian Bussy, Lorenzo Brown.

FRANKLIN SCHOOL.

GRADE I.

Anna Gross.

GLENDALE SCHOOL.

GRADE VI.

Mildred Brown, Ruth Nickerson.

GRADE V.

James Smith, Edna Mattsen.

GRADE IV.

Gladys Pierce,	Esther Lindégren,
Laura Zwicker,	Hazel Murray,
Helen Nickerson,	Roland French,
Albert Hickey,	Dorothy A. Blom.

GRADE III.

Virginia Mannokian,	Edith Colson.
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GRADE II.

Gertrude Nickerson.

EDWARD EVERETT HALE SCHOOL.

GRADE VIII.

Mary Fredrickson,	Marguerite Cassely,
Fred Hoyle,	Isabelle Barnes,
Grace O'Connor,	Florence Smith,
	Leona White.

GRADE VII.

Victor Greenquist,	Frances Hobart,
Ralph Hunt,	Robin Lundstedt,
Winnifred Merrill,	Charles Squires,
Florence Squires,	Lucia Stephenson,
Isabelle Wheeler,	Ernest Fowler,
Odber McLean,	Joseph Long,
Signe West,	Alfred Segal.

GRADE V.

Gertrude Cahill,	Earle Edmester,
Madeline Flynn,	John Fredrickson,
Roy Johnson,	Frances Rutledge,
Ruth Baldwin,	Harry McLean.

CITY OF EVERETT.

GRADE IV.

Allan Cumming,	Marguerite Lenehan,
Gertrude Flynn,	Marie Walsh,
Harry Harding,	William Ritchie.

GRADE III.

Florence Cumming,	Gordon Cumming,
Alfred Lundstedt,	Arthur Pepper,
Angelina Sagarino,	Doris Zappey.

GRADE II.

Leonard Kautz,	Michael Sagarino.
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HANCOCK SCHOOL.

GRADE III.

Herbert Flynn,	Garnet Spence.
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GRADE II.

Regina Cronan,	James Sullivan.
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LAFAYETTE SCHOOL.

GRADE VII.

Eugene Kinnure,	Maurice Cohen,
Ralph L. Lake, 7 years,	Marian H. Harding, 7 years.

GRADE VI.

Ruth Erickson,	Alice Kinnure,
Ernest Lincoln.	

GRADE V.

Thyra Larsen,	Robert McKinnon.
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GRADE III.

David Bjorke.

GRADE II.

Ethel Andrews, Robert Udall,
 Roberta Udall.

GRADE I.

Louise Berigan, Virginia Hugo.

LINCOLN SCHOOL.

GRADE VIII.

Irene Blount, Marie Murphy,
Joseph Davie, Edith Tarr,
 Castella Thing, 8 years.

GRADE VII.

Florence Gordon, Pearl Gilson.

GRADE VI.

John McCarte.

GRADE V.

Helen Donner.

HORACE MANN SCHOOL.

GRADE VIII.

Edward Mayo, Russell Matthews,
Taylor Oliver, Wanda Currier,
James Fay, Eva Richards.

GRADE VII.

Ida Johnson, Isabel Nichols,
Esther J. Johnson, Frank Blake,
Clara Cunningham, Irving Marshall,
Mary McMurrer, Ruth Robbins,
 Annie Walkey.

CITY OF EVERETT.

GRADE VI.

Charles H. Blake,	Raymond Blifford,
Elliott Cannell,	Hazel Holmes,
Mildred Walsh.	

GRADE V.

Norman P. Hall,	Gertrude Holmes,
Marion Fall,	Mabel Harding,
Arthur Newhall.	

GRADE IV.

Alvin Soule,	Madeline Decie,
Irving Blifford,	John McMurrer.

GRADE III.

Dorothy Crocker,	Roy Elliot,
Annie Shepherd,	Archie Glazebrook.

GRADE II.

Mary McMurrer,	John Monahan,
Hyacinth Soule,	Frank Hanson.

MT. WASHINGTON SCHOOL.

GRADE VI.

Chester O. Tilton,	Esther Forde,
Alice M. Marshall,	Edith Nicholls,
Katherine A. O'Hearn.	

NICHOLS SCHOOL.

GRADE VII.

Harry Rush,	Ruth Clayton.
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GRADE V.

Edelweiss Roorbach.

GRADE IV.

Thornton Barr.

GRADE III.

Florence Hayes.

GRADE I.

George Mayne.

WARREN SCHOOL.

GRADE IX.

Theresa Holland, Alfreda Lyon.

GRADE VIII.

Florence Burns, Katherine Holland.

GRADE VII.

Walter Cullivan.

GRADE VI.

Warren Dumphy, Lillian Perault.

GRADE IV.

James Boles.

WEBSTER SCHOOL.

GRADE VIII.

Ida May Robson, Daniel Joseph Foley.

GRADE VII.

Gladys Lillian Creamer.

GRADE V.

Gertrude Ann Booth, Roderick Alexander McLean,
Loring Cavanaugh Creamer, Rose Margaret Carlin.

GRADE IV.

Margaret Louise Conron.

GRADE I.

Walter Henry Thoits.

CITY OF EVERETT.

WINTHROP SCHOOL.

GRADE IV.

Arthur Sullivan, Orrin McCorkle.

GRADE III.

Francis McCart.

GRADE II.

Marion Horgan.

GRADE I.

Lawrence Manley.

WINSLOW SCHOOL.

GRADE VI.

Dusolina Arratto, Ora Dew,
Doris Gatter, Linea Helrick,
Edith Lundstrom.

GRADE V.

Beatrice Arrato, Helen Burrell,
James Graham, John Dumas,
Ida Gordon.

GRADE IV.

Daniel Ahern, Anna Loud.

GRADE III.

Leonard Westerberg.

GRADE II.

Doris Restall, Jerome Wildman.

SCHOOL ORGANIZATION.

SUPERINTENDENT OF SCHOOLS,
U. G. WHEELER.

Superintendent's Clerk, ABBIE A. SMITH.

TEACHERS.

January, 1909.

HIGH SCHOOL.

Year Elected.	Name and Grade.
1893	WILBUR J. ROCKWOOD, Principal.
1894	CHARLES R. HERRICK, Science.
1900	GEORGE H. CAIN, Commercial Branches.
1907	EDWARD S. BRYANT, Latin, Geometry, Chemistry.
1892	MABELLE N. CHASE, History.
1892	KATHERINE B. TITUS, French and Latin.
1906	ETHELWYN WALLACE, Mathematics and Greek.
1895	FRANCES E. HOYT, French and German.
1895	ALMIRA S. FREEMAN, English.
1903	MAUDE BROWN, English.
1908	MAY W. RUSSELL, English and History.
1907	ELLEN C. WOOD, English and History.
1902	ANNIE G. HILL, Algebra.
1907	GRACE A. JOHNSON, Latin, French, German.
1903	FLORA G. EVEREST, Shorthand and Typewriting.
1904	MYRA H. A. MARSHALL, French and German.
1908	MINNIE G. FARWELL, Algebra, Botany, Chemistry.
1905	MARTHA L. DESMOND, Stenography.
1905	HARRY A. DAME, Algebra and Bookkeeping.
1906	MARION E. CONN, Bookkeeping and Penmanship.
1904	A. EDNAH MCLEAN, Drawing.
1906	K. LOUISE LANG, Assistant.

HIGH SCHOOL—NINTH GRADE.

1905	FRANCES M. HAMILTON.
1895	ALICE A. HALL.
1905	MABEL BRITTON.
1900	ELMA CLARK.
1899	EMMA CLARK.
1906	MARY S. FELLOWS.
1904	ELLA P. NEWTON.
1905	PAULINE BUCKMINSTER.

CITY OF EVERETT.

ADAMS SCHOOL.

Year Elected.	Name and Grade.
1900	HELEN F. JACKSON, Principal.
1908	MARY E. CONANT, Grade III.
1907	LUCIE METCALF, Grade II.
1906	IDA H. ROGERS, Grade I.
	GRACE B. SNOW, Assistant.
	L. ANABEL TENNEY, Assistant.

CENTRE SCHOOL.

1893	J. W. ARMINGTON, Principal.
1860	E. E. CHADBOURNE, Grade VIII.
1904	ALICE M. DOHERTY, Grade VIII.
1902	HELEN A. WATERMAN, Grade VII.
1907	E. MABELLE RAFTERY, Grade VII.
1900	EMMA M. GOODWIN, Grade VI.
1905	HENRIETTE SHELDON, Grade VI.
1907	NELLIE F. STONE, Grade VI.
1901	ALICE B. HUMPHREY, Grade V.
1901	LAURA M. PEASE, Grade V.

DEVENS SCHOOL.

1889	SUSAN F. DRURY, Principal.
1903	LINNIE M. MOULTON, Grade VI.
1905	MARY E. CLAPP, Grade V.
1907	ANNA C. DOLAN, Grade IV.
1904	BESSIE I. BERRY, Grade IV.
1904	LAURA A. TRUE, Grade III.
1893	ANNA BATCHELDER, Grade III.
1903	LELIA A. BOOTHBY, Grade II.
1902	GRACE L. NARAMORE, Grade II.
1901	HELEN DOHERTY, Grade I.
1904	ESTHER FOGG, Grade I.
	SADIE E. COLE, Assistant.
	MARY T. DOWLING, Assistant.

FRANKLIN SCHOOL.

1886	KATHERINE E. BURNS, Principal.
1908	BERNICE F. JEBB, Grade IV.
1903	MABEL M. GARDNER, Grade III.
1906	MARTHA A. LAWRENCE, Grade III.
1898	EDITH M. HALL, Grade II.
1903	BLANCHE G. VARNEY, Grade II.
1901	FLORENCE A. HOLMES, Grade I.
1905	ALICE H. MCCAUSLAND, Grade I.
1907	MARION E. GOODSON, Grade I.

REPORT OF SCHOOL BOARD.

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GLENDALE SCHOOL.

Year Elected.	Name and Grade.
1894	SUSAN H. WALLIS, Principal.
1898	BELLE MILLER, Grade VI.
1900	MARY A. LORDEN, Grade V.
1906	EVA ALICE COLE, Grades V and IV.
1905	LILLIAN F. WORTH, Grade IV.
1906	AMY W. BRADBURY, Grade III.
1905	MINA B. WALLIS, Grade II.
1908	H. MARGARETTA BARNES, Grades II and I.
1899	GERTRUDE KIDDER, Grade I.

EDWARD EVERETT HALE SCHOOL.

1895	MELISSA E. ELDER, Principal.
1904	GRACE M. BICKFORD, Grade VIII.
1908	EDNA A. GOODRICH, Grade VIII.
1902	LELIA H. SMITH, Grade VII.
1906	ANNE J. CATON, Grade VII.
1900	ALICE M. TEELE, Grade VI.
1905	N. LOUISE ROBERTS, Grades VI and V.
1901	EDNAH A. WARREN, Grade V.
1908	NELLIE A. KEMP, Grade IV.
1908	ANNETTE G. PEASLEY, Grade IV.
1902	FLORENCE E. DOWNING, Grade III.
1896	GRACE P. HATCH, Grade II.
1907	MYRTLE S. FOSTER, Grade I.
	ALICE T. BARRETT, Assistant.

HANCOCK SCHOOL.

1898	EMMA P. HARDING, Principal.
1903	MARY E. RICHARDS, Grade II.
1898	KATE H. LANDON, Grades II and I.
1900	ETHEL D. LOUD, Grade I.

LAFAYETTE SCHOOL.

1894	ESTELLE F. CAMPBELL, Principal.
1904	SUSAN B. GOULD, Grade VII.
1903	LYDIA L. FARNUM, Grade VII.
1908	HELEN D. GREENOUGH, Grade VI.
1906	SUSAN M. JORDAN, Grade V.
1903	EVA C. GODDARD, Grade IV.
1904	MARION C. SMITH, Grade III.
1902	ELSIE MASON, Grade II.
1906	JULIA F. FORD, Grade I.

LINCOLN SCHOOL.

Year Elected.	Name and Grade.
1903	ANDREW M. SMITH, Principal.
1906	HELEN T. CHAPLIN, Grade VIII.
1907	ADELINE E. WHITTEMORE, Grade VIII.
1908	ETHEL G. MERRIMAN, Grade VIII.
1905	CHARLOTTE E. HILL, Grade VII.
1907	M. GERTRUDE HEWETT, Grade VII.
1905	A. LAURA HARDING, Grade VII.
1908	LUANNA B. DECATUR, Grade VI.
1896	M. ELLA McCANN, Grade V.

HORACE MANN SCHOOL.

1908	MELVILLE A. ARNOLD, Principal.
1895	AGNES WESTCOTT, Grade VIII.
1900	MARIE M. McKENNA, Grade VIII.
1901	ANNA G. DOYLE, Grade VIII.
1891	MAE C. COPELAND, Grade VII.
1905	ALICE C. SMITH, Grade VII.
1909	MARIAN L. SNYDER, Grade VII.
1897	JULIA G. STOCKBRIDGE, Grade VI.
1907	BESSIE S. HAYWARD, Grade VI.
1903	ISABELLA A. PATTERSON, Grade V.
1885	MABEL E. BEERS, Grade IV.
1892	NELLIE M. SPARRELL, Grade III.
1903	NELLIE L. MOODY, Grade II.
1902	EDITH H. MATHEWS, Grade I.
1907	WINIFRED FREETHY, Grade I.
	ROSALIND F. CORBIN, Assistant.
	CORA F. WARREN, Assistant.

MT. WASHINGTON SCHOOL.

1892	JENNIE E. WHITAKER, Principal.
1908	F. BELLE VOTER, Grade VI.
1907	ELIZABETH R. PRATT, Grades VI and V.
1907	NELLIE M. WILKINS, Grades V and IV.
1901	EDITH F. RUSSELL, Grade IV.
1903	DESIRE HALL, Grade III.
1903	F. LOUISE BRADFORD, Grades III and II.
1893	HANNAH P. CURRIER, Grade II.
1904	AGNES C. DINSLOW, Grade I.
1908	ANNA B. LATTIN, Grade I.

REPORT OF SCHOOL BOARD.

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NICHOLS SCHOOL.

Year Elected.	Name and Grade.
1908	LOUIS D. COOK, Principal.
1904	FLORA A. STERLING, Grade VII.
1900	HARRIET M. BROWN, Grade VI.
1904	EDITH A. LUCAS, Grade V.
1907	MARTHA W. HOWES, Grade IV.
1904	LILLIAN G. HARRINGTON, Grade III.
1903	ELIZABETH B. MARSTON, Grade II.
1905	EDNA E. DONNELL, Grade I.
1906	EMMA M. FOTCH, Grade I.

WARREN SCHOOL.

1907	HENRY H. HARRIMAN, Principal.
1897	EVA A. BROWN, Grade IX.
1908	ELLEN M. FORD, Grade VIII.
1906	LILLIAN M. QUINN, Grade VII.
1903	LENA M. LISCOM, Grade VI.
1909	KATHERINE HALEY, Grade VI.
1908	MARY M. H. MILLIKEN, Grade V.
1909	JEANNETTE HATCH, Grade V.
1908	LUCY B. RADDIN, Grade IV.

WEBSTER SCHOOL.

1908	J. HENRY CLAGG, Principal.
1906	ALDA A. NOBLE, Grade VIII.
1907	TRYPHENA M. BUTTERFIELD, Grade VII.
1907	MAUDE B. PRIEST, Grade VI.
1898	MARY A. MANNING, Grade V.
1904	JULIA M. CHASE, Grade IV.
1907	M. AGNES AYRES, Grades IV and II.
1905	I. LILLIAN COLLINS, Grade III.
1900	EDITH M. STEWART, Grade II.
1902	SUSIE M. FANNING, Grade I.
	HELEN L. DELANO, Assistant.
	MARY F. PIERCE, Assistant.

CITY OF EVERETT.

WINSLOW SCHOOL.

Year Elected.	Name and Grade.
1893	MARGARET GIVEN, Principal.
1897	PHILA J. WILLIAMS, Grade VI.
1906	ALICE S. DASCOMB, Grade V.
1892	ADDIE S. MATHEWS, Grades V and IV.
1904	HARRIET H. PEABODY, Grade IV.
1900	SUSAN G. BAKEMAN, Grade III.
1907	GEORGIETTA BACON, Grades III and II.
1904	ELGENIA A. CROSBY, Grade II.
1903	ELIZABETH E. GOODWIN, Grade I.
1873	ALICE J. SPAULDING, Grade I.

WINTHROP SCHOOL.

1898	CLARA CLEMENT, Principal.
1898	GRACE HASKELL, Grade III.
1897	ISA M. JAMES, Grade II.
1900	EMMA A. SCHOFF, Grade I.
	J. MADELINE ZIMMERMAN, Assistant.
	M. THERESA WALSH, Assistant.

SUPERVISING TEACHERS.

1896	ALBERT S. COLBURN, Music.
1902	GRACE ELLIOTT, Drawing.
1906	MERCY W. SANBORN, Manual Training.
1908	CHARLES R. KNAPP, Assistant Manual Training.
1902	NANNIE G. BURNHAM, Sewing.
1905	FLORENCE G. BRAGAN, Sewing.

EVENING SCHOOL.

	H. H. HARRIMAN, Principal.
	HARRY A. DAME, Commercial Branches.
	FLORA G. EVEREST, Stenography.
	FLORENCE SMITH, Stenography.
	K. LOUISE LANG, Typewriting.
	GEORGE H. HOSMER, Drawing.
	GEORGE L. KELLEY, Assistant Drawing.
	ALBERT S. COLBURN, Music.
	LOUIS D. COOK, Elementary.
	MABEL BRITTON, Elementary.
	A. LAURA HARDING, Elementary.
	BELLE MILLER, Elementary.
	LELIA H. SMITH, Elementary.
	BESSIE S. HAYWARD, Elementary.

ATTENDANCE BY GRADES.

SCHOOL.	TEACHERS.	No. Pupils Enrolled, exclusive of Re-en- rollment.	BOYS.	GIRLS.	Average Membership.	Average Attendance.	Per cent. of Attendance.	Half Days of Absence.	Cases of Tardiness.
HIGH . . . Principal,	Wilbur J. Rockwood	584	243	341	525.33	497.30	94.61	10,930	613
HIGH. Ninth Grades.	Frances M. Hamilton Alice A. Hall Abbie A. Smith Pauline Buckminster Elma Clark Emma Clark Ella P. Newton Mary S. Fellows	37 40 41 38 39 39 44 46	17 20 20 19 17 18 17 22	20 20 21 19 22 21 27 24	33.06 37.39 40.91 37.73 36.13 39.81 41.73 41.15	31.17 36.13 40.28 36.47 34.86 38.13 40.47 39.3	94.28 96.61 98.46 96.55 96.54 95.77 96.98 95.5	718 504 244 492 484 646 484 702	35 36 23 64 32 22 45 46
	Totals.....	324	150	174	307.91	296.81	96.39	4,274	303
ADAMS, Grade IV. Prin., Grade III. Grade II. Grade I.	Helen F. Jackson Grace M. Tibbetts Lucie A. Metcalf Ida H. Rogers	41 46 48 46	24 22 27 21	17 24 21 25	39.79 44.15 41.99 47.27	37.81 42.20 39.22 44.41	95.02 95.58 93.40 93.75	751 739 1,037 1,082	56 73 105 141
	Totals.....	181	94	87	173.82	164.29	94.51	3,610	375

CENTRE . . . Principal, Grade VIII. Grade VIII. Grade VII. Grade VII. Grade VI. Grade VI. Grade V. Grade V. Grade V.	J. W. Armington Alice M. Doherty Emily E. Chadbourne Helen A. Waterman E. Maybelle Raftery Emma M. Goodwin Harriette S. Sheldon Bessie M. Felton Nellie F. Stone Laura M. Pease	38 39 44 43 45 46 38 29 39	22 19 20 25 26 23 21 21 16	16 20 24 18 19 23 17 8 23	35.55 36.76 41.22 43.72 45.64 43.31 37.53 26.83 34.57	33.46 34.69 38.74 40.77 43.49 40.82 35.22 25.56 32.10	94.12 94.34 93.98 93.25 95.29 94.25 93.84 96.31 92.85	791 784 939 1,120 816 944 874 483 935	52 40 14 82 40 54 20 28 58
	Totals	361	193	168	345.13	324.85	94.12	7,686	388
DEVENS . . . Principal, Grade VI. Grade V. Grade IV. Grade IV. Grade III. Grade III. Grade II. Grade II. Grade I. Grade I.	Susan F. Drury Annie E. Hall Mary Ellen Clapp Bessie I. Berry Anna C. Dolan Anna Batchelder Laura A. True Lelia A. Boothby Grace L. Naramore Helen Doherty Esther Fogg	39 53 38 45 47 48 45 45 51 53	15 23 15 26 19 32 26 27 32 25	24 30 23 19 28 16 19 18 19 28	37.85 46.05 36.93 43.05 45.07 44.26 45.82 43.15 43.15 38.55	35.43 43.98 35.14 41.57 42.78 42.17 42.79 43.15 39.17 34.61	96.25 95.50 95.15 95.36 94.92 95.05 93.39 94.17 90.77 89.77	573 795 685 695 896 809 1,178 1,041 1,538. 1,508	32 32 66 59 60 73 53 45 44 78
	Totals.....	464	240	224	426.55	400.79	93.96	9,718	542

ATTENDANCE BY GRADES.

SCHOOL.	TEACHERS.	No. Pupils Enrolled, exclusive of Re-en- rollment.	BOYS.	GIRLS.	Average Membership.	Average Attendance.	Per cent. of Attendance.	Half Days of Absence.	Cases of Fardiness.
FRANKLIN . . Principal, Grade IV. Grade III. Grade III. Grade II. Grade II. Grade I. Grade I. Grade I.	Katherine Burns	39	20	19	36.15	34.14	94.44	768	42
	Bernice F. Jebb	48	19	29	43.15	40.97	97.25	826	131
	Martha A. Lawrence	50	29	21	43.02	39.88	92.70	1,193	57
	Mabel M. Gardner	38	17	21	37.50	35.24	93.98	854	56
	Blanche G. Varney	39	18	21	37.94	35.45	93.43	950	44
	Edith M. Hall	35	20	15	33.46	29.99	89.63	1,321	53
	Florence A. Holmes	35	23	12	33.51	30.81	91.94	1,022	75
	Marion E. Goodson	35	16	19	32.96	30.42	92.31	964	92
	Alice H. McCausland								
	Totals.....	319	162	157	297.69	276.90	93.02	7,897	550
GLENDALE . . Principal, Grade VI. Grade V. Grade IV. Grades IV-III Grade III. Grade II. Grade I. Grade I.	Susan H. Wallis	47	20	27	43.97	41.94	95.38	773	74
	Belle Miller	45	23	22	43.58	41.10	94.31	944	29
	Eva A. Cole	40	18	22	43.23	41.33	95.6	721	29
	Lillian F. Worth	38	23	15	41.08	38.72	94.25	900	44
	May A. Lorden	49	27	22	40.48	38.14	94.22	893	31
	Amy W. Bradbury	43	21	22	39.40	36.13	91.68	1,248	27
	Mina B. Wallis	31	19	12	29.00	26.43	91.14	977	23
	Olivia Woods	38	23	15	30.03	27.25	90.74	1,060	57
	Gertrude Kidder								
	Totals	331	174	157	310.77	291.04	93.65	7,516	314

E. E. HALE . . Principal, Grade VIII. Grade VIII. Grade VII. Grade VII. Grade VI. Grade V. Grade V. Grade IV. Grade IV. Grade III. Grade II. Grade I.	Melissa E. Elder	49	23	26	47.34	45.26	95.60	790	31
	Grace M. Bickford	47	21	26	47.51	45.14	95.03	901	21
	Elizabeth Needham	49	26	23	47.12	45.06	95.62	781	14
	Lelia H. Smith	50	26	24	47.61	46.29	97.22	495	13
	Vesta E. Chadwick	51	25	26	48.26	46.38	96.10	715	42
	Alice M. Teele	43	25	18	38.91	37.51	96.40	536	17
	N. Louise Roberts	46	27	19	42.08	40.44	96.51	621	42
	Ednah A. Warren	34	15	19	31.44	29.59	94.11	702	18
	Anne J. Caton	37	19	18	34.61	33.33	96.30	487	5
	Margaret A. Sullivan	41	19	22	38.54	36.53	94.78	762	14
HANCOCK . . Principal Grade III. Grade II. Grade II and I Grade I.	Florence E. Downing	49	33	16	46.35	43.72	94.32	999	64
	Grace P. Hatch	35	18	17	33.05	30.51	92.31	965	37
	Bertha F. Flint								
	Totals.....	531	277	254	502.82	479.76	95.41	8,754	318
	Emma P. Harding	34	20	14	33.05	32.20	97.45	326	14
	Mary E. Richards	39	23	16	37.04	34.87	94.14	830	33
	Kate H. Landon	37	14	23	32.37	29.46	91.01	1,102	36
	Ethel D. Loud	45	21	24	37.31	33.23	89.06	1,560	25
	Totals.....	155	78	77	139.77	129.76	92.83	3,818	108

ATTENDANCE BY GRADES.

SCHOOL.	TEACHERS.	No. Pupils Enrolled, exclusive of Re-en- rollment.	BOYS.	GIRLS.	Average Membership.	Average Attendance.	Per cent. of Attendance.	Half Days of Absence.	Cases of Tardiness.
LAFAYETTE . Principal, Grade VII. Grade VI. Grade VI. Grade V. Grade IV. Grade III. Grade II: Grade I.	Estelle F. Campbell Susan B. Gould Alice M. Kyle Lydia L. Farnham Susan M. Jordan Eva C. Goddard Marion C. Smith Elsie Mason Julia F. Forde	47 38 39 43 42 48 39 48	26 17 19 25 24 21 20 18	21 21 20 18 18 27 19 30	43.03 33.67 36.54 43.24 42.76 42.85 41.21 45.25	41.33 31.94 35.07 41.67 40.46 40.63 38.31 41.43	96.04 94.86 95.97 96.38 94.62 94.82 92.96 91.56	636 657 564 588 872 845 1,100 1,446	36 18 65 55 50 60 38 58
	Totals	344	170	174	328.55	310.84	94.61	6,708	380
LINCOLN . . . Principal, Grade VIII. Grade VIII. Grade VIII. Grade VII. Grade VII. Grade VII. Grade VI. Grade V.	Andrew M. Smith Gertrude H. McKellar Bessie S. Hayward Adeline E. Whittemore M. Gertrude Hewitt Mabel Britton Charlotte E. Hill A. Laura Harding M. E. McCann	40 31 33 43 44 41 47 47	19 13 13 21 26 17 23 25	21 18 20 22 18 24 24 22	35.64 29.91 32.38 43.13 42.57 40.68 47.34 44.01	33.60 28.19 30.34 40.84 38.92 38.27 44.63 41.57	94.26 94.25 93.70 94.69 91.43 94.08 94.28 94.45	776 664 773 886 1,413 918 1,032 932	90 64 68 82 100 59 116 53
	Totals	326	157	169	315.66	296.36	93.89	7,394	632

HORACE MANN . Prin. Grade VIII. Grade VIII. Grade VIII. Grade VII. Grade VII. Grade VII. Grade VI. Grades VI. and V. Grade V. Grade IV. Grade III. Grade II. Grades II. and I. Grade I.	A. C. Bowen Anna G. Doyle Grace A. Mowry M. M. McKenna Mae C. Copeland N. Louise Lancey Alice C. Smith Lizzie J. Peaslee Julia G. Stockbridge Isabella A. Patterson Mabel E. Beers Nellie M. Sparrell Nellie L. Moody Edith H. Mathews Winifred Freethy	46 49 48 41 40 39 45 48 46 53 43 46 35 38	21 19 22 19 22 18 21 21 23 21 27 19 28 19 20	25 30 26 22 18 21 24 25 25 26 24 18 16 18	46.50 45.77 44.43 38.26 41.48 37.57 44.27 42.44 43.78 47.88 43.84 44.67 34.44 36.46	44.26 42.56 42.70 36.67 39.53 35.56 41.47 41.00 41.81 45.90 41.80 42.64 32.91 34.27	95.18 92.98 96.11 95.83 94.81 94.63 93.67 96.60 95.50 95.86 95.33 95.44 95.56 93.97	845 1,216 655 600 738 763 1,953 553 745 749 771 770 578 836	38 72 49 18 43 34 82 37 43 52 78 56 24 54
	Totals	617	299	318	591.79	563.08	95.15	10,872	680

ATTENDANCE BY GRADES.

SCHOOL.	TEACHERS.	No. Pupils Enrolled, exclusive of Re-en- rollment.	BOYS.	GIRLS.	Average Membership.	Average Attendance.	Per cent. of Attendance.	Half Days of Absence.	Cases of Tardiness.
M.T. WASH'N . Principal, Grade VI. Grade VI. Grade V. Grade IV. Grade III. Grades III. and II. Grade II. Grade I. Grade I.	Jennie E. Whitaker	36	19	17	33.21	31.50	94.83	650	53
	Elizabeth R. Pratt	41	18	23	39.60	37.60	94.93	765	20
	F. Belle Voter	44	18	26	47.90	45.35	94.66	975	30
	Nellie M. Wilkins	51	29	22	46.00	43.81	95.25	830	50
	Edith F. Russell	40	22	18	37.68	35.11	93.18	996	55
	Desire Hall	42	16	26	36.75	34.16	92.95	997	47
	F. Louise Bradford	46	30	16	44.96	42.28	94.03	1,035	72
	Hannah P. Currier	34	18	16	33.20	30.30	91.27	*540	43
	Myrtle S. Foster	37	21	16	33.50	30.15	90.00	636	42
	Agnes G. Dinslow								
	Totals.....	371	191	180	352.80	330.26	93.61	7,424	412
NICHOLS . Principal, Grade VII. Grade VI. Grade V. Grades V, IV, III. Grade IV. Grade III. Grade II. Grade I.	Louis D. Cook	34	15	19	32.30	30.37	94.33	733	52
	Flora A. Sterling	51	21	30	42.47	39.51	92.99	1,128	104
	Harriet M. Brown	44	18	26	46.56	43.49	93.41	1,163	46
	Edith A. Lucas	42	25	17	36.59	33.93	92.18	1,000	27
	Emma M. Fotch	40	24	16	41.79	39.14	94.20	994	69
	Martha W. Howes	48	24	24	45.62	42.89	94.01	1,034	53
	Lillian G. Harrington	40	18	22	41.95	38.38	91.03	1,352	80
	Elizabeth B. Marston	63	36	27	50.19	43.14	85.95	2,672	40
	Edna E. Donnell								
	Totals	362	181	181	337.47	310.85	92.11	10,076	471

* These schools have only one session daily.

WARREN . . . Principal, Grades IX and VIII., Grade VIII. Grade VII. Grades VII and VI. Grade VI. Grade V. Grade V. Grade IV.	Henry H. Harriman Eva A. Brown Ellen M. Ford Lillian M. Quinn Martha E. Davis Mary J. Malaney Lena M. Liscom Sara I. Guernsey Agnes C. Grady	48 46 45 40 41 40 40 40 38	13 20 26 26 17 20 24 20	35 26 19 14 24 20 16 18	48.10 45.32 42.66 39.57 40.34 43.33 41.83 37.20	44.43 41.69 39.63 35.92 37.85 41.03 38.53 33.60	92.37 91.99 93.01 90.91 93.83 94.69 92.12 90.49	1,394 1,375 1,149 1,361 945 873 1,249 1,358	89 131 104 181 155 30 90 145
	Totals.....	338	166	172	338.35	312.68	92.41	9,704	925
WEBSTER . . . Principal, Grade VIII. Grade VII Grades VII. and VI. Grade VI. Grade V. Grade IV. Grade III. Grade II. Grade I.	Frank P. Wagg Alda A. Noble Tryphena M. Butterfield M. Agnes Ayres Maud B. Priest Mary A. Manning Julia M. Chase I. Lillian Collins Edith M. Stewart Susie M. Fanning	50 51 20 49 48 51 55 48 52	23 26 9 31 22 21 23 27 32	27 25 11 18 26 30 32 21 20	48.25 44.87 19.66 46.34 45.92 46.86 49.49 51.01 52.27	44.83 42.03 18.39 43.82 43.43 44.54 46.18 47.06 47.28	92.11 93.66 93.58 94.56 94.56 95.03 93.30 92.24 90.46	1,298 1,084 481 956 942 884 1,257 1,499 1,892	53 78 85 150 106 106 70 158 159
	Totals	424	214	210	404.68	377.56	93.32	10,293	965

ATTENDANCE BY GRADES.

SCHOOL.	TEACHERS.	No. Pupils Enrolled, exclusive of Re-en- rollment.	BOYS.	GIRLS.	Average Membership.	Average Attendance.	Per cent. of Attendance.	Half Days of Absence.	Cases of Tardiness.
WINSLOW . . Principal, Grade VI. Grade V. Grades V and IV. Grade IV. Grade III. Grades III and II. Grade II. Grade I. Grade I.	Margaret E. Given Phila J. Williams Addie S. Mathews Alice S. Dascomb Harriet H. Peabody Susan G. Bakeman Dean Kendall Elgenia A. Crosby Alice J. Spaulding Eliza' eth E. Goodwin	47 43 23 47 47 39 50 38 38	22 25 11 16 24 21 30 19 20	25 18 12 31 23 18 20 19 18	49.61 48.42 28.12 58.27 60.65 48.78 55.29 46.07 39.72	47.19 46.23 26.80 55.46 57.83 45.32 52.59 42.52 36.17	95.12 95.47 95.30 95.17 95.35 92.90 95.11 92.29 91.06	919 833 500 1,068 1,076 1,313 1,025 1,349 1,347	59 35 19 32 54 47 72 73 86
	Totals	372	188	184	434.93	410.11	94.29	9,430	477
WINTHROP . . Principal, Grade IV. Grade III. Grade II. Grade I.	Clara Clement Grace Haskell Isa M. James Emma A. Schoff	43 43 39 51	24 20 20 26	19 23 19 25	37.56 47.24 41.37 44.00	36.26 44.74 39.37 40.01	96.53 94.70 95.15 90.93	489 937 751 1,504	12 40 57 50
	Totals	176	90	86	170.17	160.38	94.24	3,681	159

SCHOOL BOARD—1909.

Members at Large.

- Alexander Knox Term expires January, 1911
4 Perry Place.
- Belle D. Curtis, M.D. Term expires January, 1912
609 Broadway. Telephone, Everett 253-2.
- Wilmot R. Evans, Jr. Term expires January, 1910
"The Alonzo," Hancock Street. Telephone, Main 3770.
- Albert W. Lewis, Ward 1 Term expires January, 1911
135 Bow Street. Telephone, 104-6.
- Arthur W. Bennett, Ward 2 Term expires January, 1910
2 Lawrence Street. Telephone, 113-4.
- John J. Lane, Ward 3 Term expires January, 1911
15 Sherman Street. Telephone, Everett 471-3; Main 2332.
- Charles Manser, Ward 4 Term expires January, 1910
11 Swan Street. Telephone, 157-3.
- William T. Card, Ward 5 Term expires January, 1912
219 Main Street. Telephone, Everett 461-3.
- George E. Hunt, Ward 6 Term expires January, 1912
25 Pleasant Street. Telephone, Richmond 1800; Everett 177-4.

Organization.

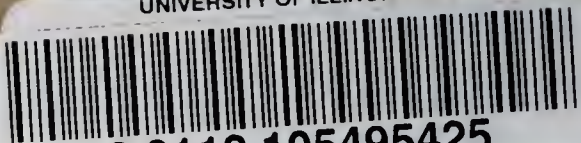
- George E. Hunt, Chairman. U. G. Wheeler, Clerk.
Arthur W. Bennett, Vice-Chairman.
- U. G. Wheeler, Superintendent of Schools. Telephone, Everett 175.

Sub-Committees, 1909.

- Accounts and Estimates — Bennett, Lane, Hunt.
Schoolhouses — Lewis, Hunt, Lane.
Rules — Evans, Card, Knox.
Supplies — Bennett, Manser, Curtis.
Fuel — Knox, Lewis, Evans.
Teachers — Curtis, Evans, Lewis.
Music, Drawing, etc. — Card, Manser, Knox.
Text Books, etc. — Evans, Card, Curtis.

Manual Training — Manser, Hunt, Bennett.
Truancy — Lane, Knox, Lewis.
Evening School — Hunt, Bennett, Card.
High — Evans, Card, Hunt.
Adams — Knox, Lewis, Card.
Centre — Card, Lewis, Evans.
Devens — Card, Lane, Bennett,
Franklin — Lewis, Card, Evans.
Glendale — Lane, Knox, Curtis.
Hancock — Manser, Curtis, Card.
Hale — Curtis, Manser, Lane.
Lafayette — Lane, Manser, Knox.
Lincoln — Knox, Lane, Manser.
Horace Mann -- Evans, Knox, Manser.
Mt. Washington — Bennett, Curtis, Knox.
Nichols — Manser, Bennett, Curtis.
Warren — Lewis, Evans, Lane.
Webster — Bennett, Curtis, Lewis.
Winslow — Curtis, Evans, Bennett.
Winthrop — Hunt, Bennett, Lewis.

UNIVERSITY OF ILLINOIS-URBANA



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